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ABSTRACT

Since most college programs are designed for young people, new programs need to be developed that overcome personal and institutional barriers, including sex-role stereotyping and sex-role socialization, that restrict returning women's educational opportunities on the college campus. This project establishes a model low-cost, self-perpetuating program for these students maintained by the women themselves. Additionally, the project offers training opportunities through a university course which is designed to develop individual and/or group leadership and academic survival skills and to provide experiential learning in several areas including career advisement, minority education, and workshop leadership. The manual describes a program for the development of students as leaders, history and development, training techniques, and information and resources. Project publications and program evaluations are included. (Author/BEF)

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Counseling Center
University of Maryland at College Park

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SECOND WIND: A PROGRAM FOR RETURNING WOMEN STUDENTS

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U.S. DEPARTMENT OF HEALTH,
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Women's Educational Equity Act Program
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The title "Second Wind" was conceived by Dr. Karen Weiss.

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PROPOSAL FOR THE INITIATION OF A MODEL LOW-COST, STUDENT-OPERATED, SELF-PERPETUATING PROGRAM FOR RETURNING WOMEN STUDENTS (Catalog of Federal Domestic Assistance No. 13.565). Submitted to the Department of Health, Education, and Welfare Office of Education by Elizabeth B. Pattison, John Van Brunt, Karen Weiss, Beverly Greenfeig, and Mary Margaret Leonard on April 16, 1976. Funded September 1, 1976 - August 31, 1977. Number: G007605290, Project Number: 565AH61068.

Abstract

College enrollment patterns are changing as a result of an influx of women over the age of 25 returning to universities and colleges to continue their educations. Since most college programs are designed for young people, new programs need to be developed that overcome those personal and institutional barriers, including past and continuing sex-role socialization and stereotyping, that restrict the returning women's educational opportunities on the college campus. This proposed project will establish a model low-cost, student-operated, self-perpetuating program for returning women maintained by the consumers themselves.

The program will offer training opportunities to returning women through a University course, which will develop individual, group leadership, and academic survival skills and provide experiential learning in one of seven specialty areas: (a) the Program for Returning Women, (b) educational skills development, (c) career advisement, (d) minority education, (e) orientation, (f) teaching aide, (g) workshop leader. These students will work as peer advisors and leaders in one of the specialty areas to provide services to other returning women and to potential returning women in the larger community and to sensitize the University faculty and staff to those institutional barriers which frustrate returning women's pursuit of higher education. By mid-point of the program the responsibility for the planning and operation of the

program will have shifted from the professional staff to the peer advisors and leaders. The objectives of the program will be evaluated by the consumers, the staff, and the Research and Evaluation Advisory Board.

A manual will be written describing the program, history and development, the training techniques, program evaluation and outcome. It is anticipated that these manuals will enable other universities and colleges to adopt a similar program.

The University of Maryland actively subscribes to a policy of equal educational and employment opportunity. The University of Maryland is required by Title IX of the Education Amendments of 1972 not to discriminate on the basis of sex in admission, treatment of students, or employment.

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The Program owes its accomplishments to countless hours of dedicated effort to students who are themselves returning women. They are the strength of the Program.

OVERVIEW

The Program for Returning Women is a model program operated by returning women being trained as peer counselors and advocates at the University of Maryland College Park Campus (UMCP). In addition to providing services for returning students and potential returning students in the community, the program aims at sensitizing the University faculty and staff to the needs of returning women and sharing information with other institutions establishing similar programs.

The following programs and services are provided by the Program:

LEADERSHIP AND COMMUNICATION SKILLS COURSE FOR RETURNING WOMEN (EDCP 498F), a three-credit course providing an opportunity for returning students to serve as peer counselors and advocates in eight campus agencies: Admissions, Career Development Center, Minority Student Education, Orientation, Program for Returning Women, Reading and Study Skills Laboratory, Undergraduate Advisement Center, and Counseling Service.

SECOND WIND PUBLICATIONS, newsletters and annual handbook with information on campus and community programs and services for returning students, newsletters for faculty and staff, and a brochure for potential returning women in the community.

WARMLINE, a telephone support system for newly admitted returning women, operated by volunteers.

INFORMATION AND REFERRAL SERVICE, an information bank on existing programs, services, publications, and resource persons for returning students.

WORKSHOPS for returning students, potential returning students in the community, and UMCP faculty and staff.

COUNSELING, supportive, information-giving, and referral.

This manual provides a description of the background, planning, implementation and evaluation of the Program for Returning Women at the UMCP Counseling Center from September 1976 through August 1977. It may be used in designing a similar program on other campuses.

SQUARE PEG

It's not that I didn't read,
Of course I did,
but I couldn't talk with the writers
and I wanted to know more
and I needed to share.

One day I sent my youngest child
away to school, and that's
where I went, too,
and shyly entered into
the realm of ideas.

Enchanted I listened
and found delightedly
that there were people
who would listen to me.

I felt at home,
sometimes a little lost,
but overall,
much less alone
because hardly anyone
in my neighborhood
wants to talk about
the origin of language
or the fundamental nature
of humankind,
and to tell the truth,
it does sound
a little pretentious
in the grocery store.

I was never much good
at houseware parties
or baby showers.

Jane O'Hara Carter

RATIONALE

The number of women between the ages of 25 and 34 attending American colleges and universities rose 367% between 1960 and 1972: 171,000 in 1960 and 627,000 in 1972. In 1972 the total number of returning women 25 and older was 1,102,000 (Women's Bureau, 1974). During the 1976 fall semester at the University of Maryland there were 1,647 undergraduate women 25 and older -- 11% of the undergraduate female population (University of Maryland Data Research Center, 1976).

Returning women (i.e., women 25 years or older attending universities and colleges) frequently have unique needs identifying them as a special group within the general college population. Because of sex-role stereotyping and socialization, they subvert their own needs to those of others. Many have exchanged dependency on their parents for dependency on their husbands and have not developed their own identities. Their lack of self-confidence is often reinforced by limited opportunities to achieve success outside the family. In order to achieve, these women need to develop and strengthen assertiveness and decision-making skills. Without these capacities, their educational experience is undermined (Brandenburg, 1974).

Many women face resistance to returning to school from family and friends and lack educational and career decision-making skills. Their fears and anxieties are reinforced by added institutional barriers: admissions practices and college services geared for younger students in a different life situation, lack of financial aid, and lack of child care (Brandenburg, 1974).

Data indicate that there is a positive correlation between level of education and paid employment (Women's Bureau, 1971). Further evidence indicates the discrepancy between male and female earning power decreases as educational level increases (Mulligan, 1973). Therefore, institutional barriers which restrict women's achievements in post-secondary education not only restrict women's chances of paid employment and earning power but also contribute to economic inequality with the male in the job market.

If women are to approach economic equality, institutions of higher learning must be responsive to the needs of this population and develop programs, policies, and services to ensure the recruitment, retention, graduation, and career placement of the mature women. This model serves the post-secondary institution as a low-cost vehicle to accomplish these aims.

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RESEARCH

The Utilization of Needs Assessment Data in Developing Programs for Returning Women

Deborah Hazel Johnson

Returning women (i.e., women over 25 returning to college after a break in their education) are presumed to be a distinct group from traditionally-aged students in terms of psychological and practical needs. To study this assumption, a questionnaire was developed and administered to compare returning women to returning men and traditional students aged 18 to 24.

According to this study, the typical returning woman is a settled family woman. She is 31, married, and with children. She has 60 semester hours of college credits before most recently returning to school. She has been away from school for six years. She is taking fewer credits than traditional students. Her husband is well-educated, with one fifth at the doctorate or professional level. More returning women than traditional students are upperclassmen. One-third are special students or unsure of class status. Half do not have paid jobs. While the typical returning woman is upper middle class with some college before leaving to raise a family, the group varies greatly in demographic characteristics. So while the average returning woman is the stereotype, there is much diversity in background and lifestyle.

The study revealed few differences between the needs of returning women and traditional students. Returning women have higher needs for University-sponsored child care and a returning student lounge. They have less interest than traditional students in developing friendships on campus. More frequently than returning men, returning women return to school for personal fulfillment.

Compared to their needs for other programs, returning students have relatively high needs for financial aid, advisement about major and course selection, educational/vocational counseling, credit by exam and credit for life experience, and a campus information and referral service for returning students. Half the returning students want additional courses or degree programs.

However, this study does not indicate different program and service needs between returning women and traditionally-aged college students. This seeming contradiction with practical experience and theoretical conceptualizations generates two hypotheses.

First, returning women in the study may not differ from traditional students in their needs because of their success in returning to college. Their ability to cope may indicate needs similar to most students. However, differences may exist in potential returning women not attending college because of lack of support services and programs.

Second, returning women have a wide range of demographic characteristics and practical and psychological needs. Returning women may be subgroups with different needs rather than one homogeneous group. Informal nonstatistical analyses of returning women's responses indicate the possible existence of three subgroups. One group is the older family woman who is unsure of herself and needs help with a changing identity and practical family problems such as family counseling and child care. A second subgroup is the working woman who is independent, career-oriented, mobile, and well-educated. She is interested in academic programs relevant to her career rather than direct help. The third subgroup is the woman with a less educated husband who is moving from a less college-oriented background, seeking career skills, and with little psychological and practical support at home. Programs for this subgroup include support groups, financial aid, housing, and practical assistance in course advisement and job placement.

It is recommended that future studies investigate the existence of these subgroups and that programs for returning women consider the population's wide diversity of backgrounds and home situations. In short, developing and evaluating services require consideration of the needs of a specific subgroup rather than the entire population.

STUDENT NEEDS QUESTIONNAIRE

1. Your sex:
    a. Female
    b. Male

2. Your class rank:
    a. Freshman
    b. Sophomore
    c. Junior
    d. Senior
    e. Graduate
    f. Special
    g. Don't know

3. Number of credits you're taking this semester:

    ____ credit hours

4. Your highest level of formal education:
    a. Some high school
    b. High school diploma
    c. Trade or business school diploma
    d. Some college
    e. Associate Arts degree
    f. Bachelor's degree
    g. Some graduate work
    h. Master's degree
    i. Post master's work
    j. Doctoral/professional degree

5. How many hours a week do you now work at a paid job?

    ____ hours

6. Your age: ____ years

7. What is your family's annual total income?
    a. Under $5,000
    b. $5,000 - $10,000
    c. $10,000 - $15,000
    d. $15,000 - $20,000
    e. $20,000 - $25,000
    f. Over $25,000
    g. Don't know

8. Where do you live?
    a. Off-campus house
    b. Off-campus apartment
    c. Off-campus room
    d. Fraternity/sorority house
    e. University residence hall

9. With whom do you live? Please check all that are applicable.
    a. Spouse
    b. Parents
    c. Roommate(s)
    d. Your own children
    e. Other relatives
    f. Alone
    g. Other: please specify ____________

10. If applicable, how many children do you have?

    ____ children

11. If applicable how old are your children? Please check all that are applicable.
    a. No children
    b. Preschool age
    c. Grade school age
    d. High school age
    e. Older than high school age

12. Are you married?
    a. Yes
    b. No

13. If you are married, what is the highest level of your spouse's education?
    a. Some high school
    b. High school diploma
    c. Trade or business school diploma
    d. Some college
    e. Associate Arts degree
    f. Bachelor's degree
    g. Some graduate work
    h. Master's degree
    i. Post master's work
    j. Doctoral/professional degree

14. If there have been no breaks in your educational career (excluding summer vacations) between high school and now, check here ____ and skip to question #17 (page 2).

    If you have had such breaks, for how long were you away from school before your present enrollment in college?

    ____ years away from school

15. For how long have you been continually enrolled in college (excluding summer vacations)?

____ years

16. If you were away from school before your present enrollment in college, how much previous education did you have at the time of the beginning of your present college enrollment?
    - a. Some high school
    - b. High school diploma
    - c. Trade or business school diploma
    - d. Some college
    - e. Associate Arts degree
    - f. Bachelor's degree
    - g. Some graduate work
    - h. Master's degree
    - i. Post master's work
    - j. Doctoral/professional degree

We are interested in your feelings about yourself and others. After reading the following statements, please indicate the degree to which you agree or disagree with them by placing the number in the blank that best describes your feelings about each statement.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	2	3	4	5

____ 17. I am pretty good at relating to other people.

____ 18. I usually can trust my own emotions.

____ 19. I often need help to get things done in my life.

____ 20. I usually like myself.

____ 21. I don't trust other people very much.

____ 22. I have well-developed plans for how I want to spend my life.

____ 23. Often I feel unsure about what I value in life.

____ 24. I'm not very good at schoolwork.

____ 25. I don't feel that I have enough self discipline.

____ 26. I feel able to ask other people for help when I need it.

____ 27. I do not know myself very well.

____ 28. I am usually able to tolerate people who are different from me.

____ 29. I often feel unsure about my life goals.

____ 30. I have quite strong beliefs.

____ 31. I am not interested in becoming involved with other students on campus.

People often feel they have needs in various areas. For each of the following areas, please rate your personal need for help or further services in that area.

No need	Little need	Moderate need	Marked need	Extensive need	
1	2	3	4	5	32. Financial aid
1	2	3	4	5	33. Advisement regarding major, course selection, etc.
1	2	3	4	5	34. Educational/vocational counseling
1	2	3	4	5	35. Credit by examination; credit for life experiences
1	2	3	4	5	36. Academic skills counseling (studying, writing, scheduling)
1	2	3	4	5	37. Personal/social counseling
1	2	3	4	5	38. Marital counseling
1	2	3	4	5	39. Family counseling
1	2	3	4	5	40. Financial counseling
1	2	3	4	5	41. Assertiveness training
1	2	3	4	5	42. Off-campus placement and/or jobs
1	2	3	4	5	43. Study or office space
1	2	3	4	5	44. Refresher courses for basic skills (math, English, etc.)
1	2	3	4	5	45. Test-anxiety reduction workshop
1	2	3	4	5	46. Group of students with whom to discuss mutual concerns
1	2	3	4	5	47. Help with transportation
1	2	3	4	5	48. Health services
1	2	3	4	5	49. Athletic services and activities
1	2	3	4	5	50. Housing
1	2	3	4	5	51. Social activities
1	2	3	4	5	52. Library usage workshop
1	2	3	4	5	53. Values clarification workshop
1	2	3	4	5	54. Goal-setting workshop
1	2	3	4	5	55. University-sponsored child care

(Addendum to Questionnaire for Returning Women and Returning Men)

No need	Little need	Moderate need	Marked need	Extensive need		
1	2	3	4	5	56.	Orientation program for students returning to college after a break in their schooling
1	2	3	4	5	57.	Groups for students in multiple roles (student, spouse,parent)
1	2	3	4	5	58.	Group of returning students with whom to discuss mutual concerns
1	2	3	4	5	59.	Lounge for returning students
1	2	3	4	5	60.	Social activities for returning students
1	2	3	4	5	61.	Special publications for returning students
1	2	3	4	5	62.	Campus information and referral service for returning students
1	2	3	4	5	63.	Leadership and communications skills course for returning students

Do you have other practical needs which were not listed above? Please list those below.

Again we would like you to indicate the degree to which you agree or disagree with the following statements by placing the number in the blank that best describes your feelings about each statement.

Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	2	3	4	5

____ 64. I usually feel that I am a pretty independent person.

____ 65. I don't think I'm quite as competent as many of my classmates.

____ 66. I returned to school to learn a skill, in order to prepare me for a career.

____ 67. My family has encouraged me to enroll in college and to spend time studying.

____ 68. Often I feel guilty for returning to school.

____ 69. I returned to school so that I could advance within my career.

____ 70. I have friends or family members who can identify with my situation as both a family member and a student.

____ 71. I usually prefer having assistance in making decisions to doing it by myself.

____ 72. I returned to school so that I could make more money.

____ 73. I feel pretty sure of myself in most situations.

____ 74. Many people do not approve of my decision to return to school.

____ 75. I returned to school for my own personal fulfillment.

____ 76. I don't feel that my being a student affects my functioning as a family member.

____ 77. I often feel very alone, as though there's nobody that really understands my situation.

____ 78. I returned to school to further my general knowledge.

____ 79. I want to be identified as a returning student on campus.

____ 80. I am interested only in attending regular classes and not in being a part of special programs for returning students.

HISTORY

"COLLEGE AIMS FOR RETURNING WOMEN" COURSE

At the University of Maryland, the first institution-sponsored effort specifically directed toward meeting the needs of returning women was in 1973.

At that time, increasing numbers of women over 25 were seeking help at the Reading and Study Skills Lab for the same concerns: "I want to do something -- but I don't know what . . . or how." "I feel different . . . isolated." "The system is impersonal . . . overwhelming." "There are so many demands on my time." "I don't know if I can keep up with all these bright young students." "Maybe it's my duty to stay at home." "I don't have much confidence in myself."

The "College Aims for Returning Women" course was developed so that students with similar needs could obtain group support, information, and friendship. The course has continued each semester since that time.

Groups dealing with Multiple Roles, Assertiveness Training, Anxiety Reduction, and Study Skills also emerged in response to the needs of returning women.

COALITION FOR RETURNING STUDENTS

As staff in various campus agencies became aware of the growing numbers of older-than-average-college-age students, the Coalition for Returning Students was formed. The Coalition, a loosely organized group of concerned staff, faculty, and students, held meetings and made a commitment to sensitize the University to the unique needs of this population. Goals included recommending changes in services and policies which discriminated against older students. However, real impact required a formal organization with more members and more involvement of the students themselves.

In 1975, an Orientation program for returning students was instituted and Warmline, the telephone information and support service for newly admitted returning women, and the Second Wind publications for returning students were developed. Concerned individuals began to ask: What about the many returning women on campus not reached by the College Aims course? Presumably, the Counseling Center was offering help, but what about faculty and other campus personnel agencies? Were faculty and staff sensitized to the special needs of this growing population? Were they aware of the existence of returning women? Might there be, in fact, conscious or unconscious bias against them?

Because peer counseling and student advocacy provides an effective and financially feasible solution to these problems, a grant proposal for the Program for Returning Women was submitted and subsequently funded in September 1976.

The Program staff organized; Second Wind publications continued to be written and distributed; the Warmline telephone service was further developed. In January 1977, training began through the Leadership and Communication Skills course. By the end of the semester, students under supervision had produced the Second Wind publications, coordinated the Warmline, conducted workshops, performed field placements in eight campus personnel offices, and undertaken individual projects relevant to the Program for Returning Women.

In June of 1977, three women who had completed the Spring semester training course were hired as Assistant Student Coordinators to supervise the summer class students assigned to the Program, counsel returning women, assist with planning and programming, develop campus child care, and perform other administrative tasks as needed.

Future plans for meeting the needs of returning women are under study. The consensus of those associated with the Program is that it is effective, and has the potential of becoming a recognized force in University policy-making as the pool of trained peer counselors increases and moves out into various campus departments and agencies.

EXCERPTS FROM JOURNALS BY RETURNING WOMEN

While enrolled in the College Aims for Returning Women course, students are asked to keep a journal which is kept confidential between instructor and student, except for students who consent to share their journals with other returning women. The following excerpts are from the shared journals.

I am so isolated in some ways. I want a larger circle of people with whom I'm in reasonably close contact whether working on committees or social activities or whatever, and I want to be working toward a specific kind of job. I'd like to be getting volunteer or low-paying experience in the field. It doesn't even have to be many hours per week, but I want a toe in the door. Question--what door?

****

I had attended the first class session with a friend. I did not realize it was such a comfort. Today I went to class alone. As I got closer to the building, I hoped it was the correct one because I didn't want to look around like a stupid 31-year-old kid.

****

September 3. The big day had arrived. It was my daughter's first day of kindergarten coupled with my son's first day of nursery school, and it was Mom's first day on campus.

I thought to myself--a class for returning women, three flights up--they've got to be kidding. No need for slimnastics this fall. I heard some girl say, 'That class is all old women in there.' Maybe we should meet in the infirmary.

****

I had a very hard time finding the room, and assumed it was because the administration had just stuck this class any place they could. I was later surprised to hear that they really care about women who are returning to school. The class size was very large, to my amazement, as I thought for sure I was the only older mother leaving her family and homelife to return to school.

****

I was very tense and scared this first day of class, but not as badly as I had been when I registered for the course. I had trouble finding the room and could not keep from looking around at everyone for about two minutes. I was relieved to see that I was not the oldest in the class. It was hard for me to sit still from my nervousness. I got very excited about the description of the course in the catalog--I need all the stuff listed.

****

I've always been so submissive to my family--feeling that what I wanted to do was of no real importance--it's difficult to break this pattern. I'm so grateful to the people in the Counseling Department. They try so hard to make you feel better about yourself. I feel very good about the other women in the class, too. I've only known them a few weeks, but we all seem to be striving for the same thing. Of course we are at different levels. I'm very far behind many of the other women. I'm almost nowhere as far as reaching any goals. But I'm going to change and achieve something worthwhile. I realize one thing very easily. I need to gain a sense of direction.

****

Can't remember anyone being supportive of my aspirations, or encouraging me in any way other than my children now. They are very encouraging and supportive and all of their grades have improved tremendously since I returned to school. I think that seeing me in a similar position, i.e., having to study for tests, write assignments, etc., helps them to realize that it is important and worth working for. For me it's a great feeling to know that I can still function academically and not just in a "workhorse" situation.

****

I was surprised to find so many women all with the same searchings. We ranged in age and aspirations as well as status at the university. I'm really overwhelmed. Frightened would not be a bad description, actually. I'm starting out this morning, for all intents and purposes, a freshman. It's been a long time since I've been involved in any regimented study and that of course is why I came to the class.

I do wonder why some others are taking the class. I think some of them are doing graduate work. Anyway, we all, for one reason or another, want to make school an important part of our lives and hope we can fit it in with all our other roles. In a way we're all here for the same reason. We're interested in ourselves. It's OK to be interested in yourself.

****

I remember when Margaret first started back to school and when Mary Ellen was floundering around trying out different things and trying to find her niche. They've grown in lots of ways but are basically the same people. That's reassuring. If they can do it, why not me, too? But they leave me envious. They have found their directions. Mary Ellen is so obviously happy with what she's doing and finds it fulfilling, creative and exciting. To be happy just where you are and with plenty of room to grow seems so far away from me.

OBJECTIVES

OVERALL GOALS

The "umbrella" objective of the Program for Returning Women is to meet the needs of an identifiable and increasing population -- women over 25 who are attending institutions of higher education after being away from school for three or more years -- 11% of the current undergraduate female students at UMCP.

The Program effects change in four populations:

1. University returning women
2. University faculty and staff
3. Potential returning women in the community
4. Other colleges and universities designing similar programs

SUB-OBJECTIVES

The major objective is the establishment of a model low-cost, student-operated, self-perpetuating program for returning women, which has five sub-objectives:

1. To offer leadership training opportunities to returning women by developing and implementing a University course, "Leadership and Communication Skills for Returning Women (EDCP 498F)," for 14 returning women each semester.
    a. Training and experience for peer counselors and advocates in University agencies and programs that assist returning women.

   b. Training and experience for peer counselors and advocates in program-planning, assertiveness, decision-making, problem-solving, and peer advising about campus procedures, agencies and resources.

2. To provide services to returning women on the University campus.
   a. Information and Referral Service
   b. Warmline telephone support service
   c. Second Wind publications
   d. Workshops
      (1) Assertiveness Training
      (2) Academic Survival
      (3) Multiple Roles
      (4) Exam Skills
      (5) Goal-setting
      (6) Values Clarification
3. To provide services to potential returning women in the community.
   a. Information and Referral Service
   b. Outreach workshops
   c. Second Wind Brochure
4. To sensitize University faculty and staff to the needs of returning women.
   a. Information and Referral Service
   b. Second Wind Faculty Newsletter
5. To produce a manual that summarizes the history, development, implementation, and evaluation of the Program for use in designing a similar program on other campuses.

BUDGET

				Federal	University of Maryland Contribution	Total
I.	Personnel					
	A.	Staff				
		1.	Program Director $14,000/annum @ 3/8 time	$ 5,250		
		2.	Two Instructors		$ 2,000	
		3.	Student Coordinator 20 hrs/week x 42 weeks =840 hrs. @ $2.80/hr.	2,352		
		4.	Three Assistant Student Coordinators (3) 10 hrs/week x 16 weeks=480 hrs. @ $2.30/hr.	1,104		$ 10,706
	B.	Fringe Benefits		1,132	260	1,392
II.	Administrative Expenses					
	A.	Office Supplies		600		
	B.	Printing				
		1.	Handbook	387		
		2.	Newsletters (five issues)	258		
		3.	Manual	368		
	C.	Phone		940		
	D.	Postage		780		
	E.	Photocopying		240		3,573
III.	Total Direct Costs			13,411	2,260	15,671
IV.	Indirect Costs(8% of Direct Costs)			1,073	181	1,254
V.	Sub Totals			$ 14,484	$ 2,441	$ 16,925
VI.	University of Maryland Indirect Cost Contribution 42% x $15,671				6,582	6,582
VII.	Total Costs			$ 14,484	$ 9,023	$ 23,507

PUBLICITY

TARGET AUDIENCE

Publicity was primarily designed and solicited to reach the following:

Returning Students

Potential Returning Students in the Community

UMCP Faculty and Staff

Institutions concerned with Returning Students

MEDIA AND PROMOTIONS

The Washington Post

County Newspapers

The Diamondback, UMCP campus newspaper

Graduate Life Handbook, a UMCP publication

Lifesaver, UMCP undergraduate handbook

Women's Directory, Women's Bureau, Washington, D.C.

Second Wind publications

Warmline telephone service

Workshops for campus and community

Information Fair for returning women

Orientation presentation

Word-of-mouth publicity generated by Program participants, peer counselors and advocates in campus agencies.

EVALUATION AND SUGGESTIONS

There is adequate publicity to generate interest and awareness within the campus community and provide a modest increase in traffic within the personnel agencies. But the Program has the capacity to serve more returning women. Suggestions include:

1. Increased radio/TV public service announcements
2. More press releases
3. Feature stories to local and metropolitan newspapers
4. Distribution of newsletters in libraries and other community gathering places
5. Appointment of publicity coordinator
6. Expansion of Warmline
7. Inclusion of graduate returning women
8. Increased posting of announcements on campus and in the community

Image is important. While there is room for much diversity of opinion regarding women's issues among staff and students, the Program has been promoted as an organized effort to provide help, information, support and advocacy for returning women.

Program for Returning Women
Counseling Center, 2nd Floor Shoemaker Bldg.
Phone: 454-5923

INFORMATION FAIR - Sponsored by Program for Returning Women
(This is painted red to get your attention)

Now that we have your attention mark your calendar:

Dates: Tuesday April 12, 1977 -- Time: 12:30-2:30 p.m.
Monday April 18, 1977 -- Time: 12:00-2:00 p.m.

Place: Student Union Room 1133

We have planned an informative program to answer questions you might have as a returning woman. There will be a dynamic speaker, Ms. Marilyn Berman, Assistant to the Dean of Engineering, who will speak on non-traditional careers for women. The time for the speaker will be 12:45 p.m. on April 12 and 12:15 p.m. on April 18. And in addition there will be information on such things as workshops for returning women, financial aid, community services, campus services, personal growth and special groups for returning women, study skills, and advisement. Bring a brown bag lunch; beverage and dessert will be provided.

We have a number of peer counselors, who can give you information on how to pre-register, how to manage your time more efficiently, how to improve your reading and study skills, can tell you who to see for advisement, or how to read faster and more efficiently.

Come have lunch and get acquainted with a great group of women who have a common cause in growing and learning.

October 1, 1976

ON THE THRESHOLD

I STAND ON THE THRESHOLD, PLEASE SOMEONE HELP ME!
The road back is safe and secure, a cocoon against life.
But, why was I so disquieted, depressed, and confused, insecure in the security of my role?
I STAND ON THE THRESHOLD, PLEASE SOMEONE HELP ME!
The house needs so much care, won't it be terribly unkept, if I place priorities outside the home?
But, why at the end of the day do I find I've used any excuse to do so little?
I STAND ON THE THRESHOLD, PLEASE SOMEONE HELP ME!
My mothering role seems so all consuming; how can I take time from them to find my own way?
But, why do I seem to get busy with other pursuits, using time when I could be with the children?
I STAND ON THE THRESHOLD, PLEASE SOMEONE HELP ME!
My husband says he is supportive, he says he wants me to grow.
But, why is there fear in his eyes toward my changing attitudes and the asserting of my needs?
I STAND ON THE THRESHOLD, PLEASE SOMEONE HELP ME!
Ahead the road is unsure, the paths many; there, I alone, must reach out to the unknown.
But, why do I feel the thrill of excitement mixed with the fear?
I STAND ON THE THRESHOLD, PLEASE SOMEONE HELP ME!
I don't want to go back! I must move forward!
A voice inside calls out to me,
PLEASE HELP ME, FOR I STAND ON THE THRESHOLD!

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TRAINING

CONTENTS

Selection and placement of students for the Leadership and Communication Skills for Returning Women course (EDCP 498F).

Course announcement

Application form

Syllabus

Design

Outline

Program-planning session

Research

Student evaluations

- University-designed
- Instructor-designed

Instructor evaluations and suggestions

SELECTION AND PLACEMENT OF STUDENTS FOR THE LEADERSHIP AND COMMUNICATION SKILLS COURSE

A major component of the Program is the empowerment of returning women to overcome personal limitations imposed by past and continuing stereotyping and socialization.

The vehicle for this "empowerment" is "Leadership and Communication Skills for Returning Women," a 3-credit course offered at the University of Maryland Counseling and Personnel Services Department in the College of Education.

The course was introduced during the 1976 fall semester through an announcement in the University's Schedule of Classes, letters to academic departments, student personnel agencies, and faculty, and Second Wind newsletters to all returning women on campus. Publicity stated that the class required permission of the instructors.

Interested students submitted an application. A stratified random sample of students was chosen. Students were randomly assigned to the spring and summer sessions.

Twenty-eight students were chosen -- 14 for each session. The stratification variables were (1) age, (2) class, (3) academic goal, and (4) completion of a University returning women's course.

Before the first class, students rank ordered their choices for field placements in participating campus personnel agencies. Instructors assigned placements on students' choices, knowledge of the agency and the student. In almost every case, students received one of their top three choices.

PLACEMENT AGENCIES

Program for Returning Women
Reading and Study Skills Lab
Workshops for Returning Women
Career Development Center
Office of Minority Student Education
Admissions
College Aims for Returning Women (Spring only)
Counseling Center, Assertiveness Training (Spring only)
Undergraduate Advisement Center (Spring only)
Orientation (Summer only)
Undergraduate Studies (Summer only)

APPLICATION FORM
for
PEER COUNSELING FOR RETURNING WOMEN CLASS

Title & Time Involvement

E.D.C.P. 498F T-Th 11-12:15
4 hours/week -- field placement

PERSONAL INFORMATION

Name ______________________ Age ______ Sex ______

Address ______________________ Phone(s) ______________

______________________ ______________

Year in school ______________ Major ______________

Academic goal ______________ Career goal ______________

Current G.P.A. ______________ ______________

Are you available for both Spring and Summer classes? ____ Yes ____ No

Check which class you are most interested in.
____ Spring
____ Summer
____ Either

BACKGROUND

Educational experiences post high school:

Volunteer roles and experiences (community, church, school, political):

Work (outside home -- paid):

Any other "relevant" experiences?:

THINKING

Why would you like to be a peer counselor for Returning Women?

What strengths do you bring to this class?

What is one area in which you need to grow?

Any further comments:

EDCP 498F

Leadership and Communication Skills for Returning Women

Spring 1977: January-April, Tuesday and Thursday 11:00-12:15
Summer 1977: May 24 to June 30, Tuesday and Thursday 10:00-1:00
July 5 and July 12, Tuesday 10:00-1:00

ASSIGNMENTS

1. Journal - Each student will keep a journal recording her reactions and feelings toward her class and agency activities. An emphasis will be on personal feelings and ideas about the experience. This journal will be turned in every two weeks to the instructors. Please date each entry (see journals at RSSL for samples, if you wish).
2. Time Sheet - A log of the hours spent for agency placement will be kept and turned in two times during the semester. Use sheets to be provided by instructors. A general guideline for time involvement is four to five hours per week in the agency.
3. Field Experience Agreement - A goal statement of what you hope to accomplish while you're in the agency. Use form to be provided by instructors.
4. Summary of Your Field Experience in your agency. This short two-to-three-page paper should include some of the following topics: an overview of the work done in the agency, an analysis of your work, some discussion of whether or not you met your goals, personal feelings about the experience, what you learned about returning women and yourself, suggestions for improvement for the next peer counselor, suggestions to agency on being more responsive to returning women. Due at end of semester.
5. Project or Paper Related to Your Agency Experience and/or Returning Women - A five-page paper which describes a program, brochure, proposal, etc., which could be developed for returning women. The purpose of this paper is to add a new perspective or view or some information to the broad topic of returning women on a university campus.
6. Paper on Any Issue Related to Women - This five-page paper needs to include some reference material (books and/or journals). Some prior topics have included financial needs of women, achievement of women, women and the media, dual career families, working mothers, etc.

Note: You also have the option of doing a 10-page paper on either 5 or 6. Please get topics for 5 and 6 approved by June 23. Instructors may be able to suggest reference material, if needed.

Readings:

Required

Alberti, Robert E. and Emmons, Michael L. Your Perfect Right (A Guide to Assertive Behavior) California: IMPACT, 1974.

Johnson, David W. Reaching Out. New Jersey: Prentice Hall, 1972.

Sheehy, Gail. Passages: Predictable Crises of Adult Life. New York: E.P. Dutton and Co., Inc., 1974.

Recommended

Burton, Gabrielle. I'm Running Away from Home but I'm Not Allowed to Cross the Street.

LEADERSHIP AND COMMUNICATIONS SKILLS COURSE DESIGN

OBJECTIVES

The major goal of the course is to teach the skills necessary for peer counselors/advocates/resources. A secondary goal is to provide a supportive environment for exploring and defining attitudes, values, and beliefs about roles and lives.

CHALLENGES

Major challenges in course design:

1. Determining appropriate content for a population diversified by age (26 to 62), academic status (freshman to doctoral), interests, and home/family lifestyle.
2. Determining appropriate focus for students placed in eight agencies with different needs and expectations.
3. Making the Program self-perpetuating in one year.
4. Teaching specific administrative skills with limited opportunity for agency practice.
5. Facilitating student role definitions while focusing on communication, attitudes, and values.
6. Introducing diversified role models and concepts depicting today's options for women.

COMPONENTS

The course has two components:

CLASSROOM: training in leadership, counseling, programming, and academic skills in a supportive environment.

EXPERIENTIAL: practice in peer advocacy in eight student personnel field placements.

These components included three developmental aspects: the returning woman as person, peer counselor, and advocate.

- RETURNING WOMAN AS PERSON
  - Value clarification (2 sessions)
  - Self esteem (2 sessions)
  - Assertiveness training (4 sessions)
  - Age bias, Passages (1 session)
- RETURNING WOMAN AS PEER COUNSELOR
  - Communication skills (5 sessions)
    - Verbal techniques, non-verbal behaviors
    - Paraphrasing
    - Referrals (role-playing)
    - Supportive counseling (role-playing)
  - Problem-solving (2 sessions)
    - Matrix
    - Role-playing
  - Analysis of Agency Experience (1 session)
  - Campus resources (1 session)
- RETURNING WOMAN AS ADVOCATE
  - Programming (4 sessions)
  - Women's issues (2 sessions)
  - Women's history (2 sessions)
  - Anger (1 session)

The course sought to balance structure and flexibility. The outline which follows describes the content in the preceding unit plan, which responded to course goals and student needs.

Both the spring and summer classes had the same general outline.

However, experience and feedback indicated that the summer class focus should be advocacy rather than peer counseling.

Support groups were introduced in Session 2 of the summer class because of the telescoped time schedule.

LEADERSHIP AND COMMUNICATIONS SKILLS COURSE OUTLINE

SESSION

(1) DISCUSSION: Class expectations
Field placements
EXERCISE: Introductions

(2) LECTURE: Techniques of feedback
EXERCISE: Role-playing facilitative and inhibitory communication techniques

(3) LECTURE: Reflection of content
EXERCISE: Verbatim repetition
Role-playing reflection of content

(4) LECTURE: Micro-counseling
EXERCISE: Practice of micro-counseling techniques

(5) LECTURE: Fundamentals of counseling
Non-verbal behavior
EXERCISE: Role-playing facilitative counseling behaviors

(6) LECTURE: Goal-setting
Reflection of feelings
Introduction of support groups
EXERCISE: Role-playing reflection of feelings

(7) LECTURE: Information gathering
EXERCISE: Brainstorming sources of information

(8) LECTURE: Information sources
EXERCISE: Additions and revisions to Handout Resource List developed in previous two sessions (see INFORMATION section)

(9) LECTURE: Assertiveness Training
EXERCISE: Role-playing assertive behavior

(10) LECTURE: Problem-solving
EXERCISE: Role-playing information and referral counseling

(11) LECTURE: Stages of a counseling interview
EXERCISE: Role-playing supportive counseling
Support groups--personal reactions as a returning woman

(12) DISCUSSION: Positives and negatives of course
Responsibilities/complaints/rewards of agency placements

(13) EXERCISE: Support groups--personal/academic concerns

(14) LECTURE: Self-esteem
EXERCISE: Listing of personal strengths

(15)	EXERCISE:	Support groups--personal/academic concerns
(16)	LECTURE:	Consciousness-raising
	EXERCISE:	Group sharing of experiences of being a woman in America today
(17)	LECTURE:	Availability of options
	EXERCISE:	Fantasy trip--visualizing ideal environment, job, lifestyle, sharing with support groups
(18)	LECTURE:	Assertiveness Training
	EXERCISE:	Role-playing assertive behavior
(19)	LECTURE:	History of the Women's Movement
(20)	LECTURE:	Job résumés: translating life experiences and volunteer work into job-oriented terminology
(21)	EXERCISE:	Support groups--dealing with anger
(22)	LECTURE:	Women's movement
(23)	DISCUSSION:	*Passages* Age bias
(24)	LECTURE:	Life-span development of American women
(25)	LECTURE:	Program planning
	EXERCISE:	Practice in determining course of action in an ongoing program
(26)	LECTURE:	Workshop organization
(27)	DISCUSSION:	Wrap-up, processing
	EXERCISE:	Evaluation

APPLICATION FOR ASSISTANT STUDENT COORDINATOR
THE PROGRAM FOR RETURNING WOMEN

Applicants must have completed EDCP 498F, Leadership and Communication Skills for Returning Women. The contract is for 140 hours at the current minimum wage.

Assistant Student Coordinators (3) will be supervised by the Student Coordinator, and will assume responsibility for the following tasks: (Please check the three areas which interest you most).

________Community workshops
________Supervision of EDCP 498F students currently assigned to Program
________Advocacy -- campus and community
________Administrative assistance--clerical duties, correspondence, typing
________Program planning
________Peer counseling
________Writing -- publications, publicity

NAME________________________________
ADDRESS______________________________
____
PHONE(S)_____________________________
____

AGE________________________
YEAR IN SCHOOL________________
MAJOR______________________
CUMULATIVE GPA________________
ACADEMIC GOAL________________
CAREER GOAL__________________

Fill in the time(s) you are able to work each day:

MONDAY______________________________
WEDNESDAY___________________________
FRIDAY______________________________

TUESDAY_____________________________
THURSDAY____________________________
TOTAL HOURS PER WEEK_________________

1. What are significant experiences (e.g., educational, community, work, personal) which have prepared you for this position?

2. What are your strengths for this position?

3. What growth experiences would you like to have in this position?

4. What else would be helpful to know about you in considering you for this position?

June 13, 1977

MEMORANDUM

From: Beth Pattison

To: Students, Leadership and Communication Skills Course

RE: Program Planning Session, June 21, 1977

1. After working in your campus office for several weeks, you may be able to see some things that need changing in the way your office relates to the returning student. Since change is a process, you have the potential to speed up that process by making changes in your office.

2. One good way to make changes is through effective program planning. The attached exercise, "Steps Toward Effective Program Development," will guide you through the steps of program planning.

3. Program planning has its own jargon. These terms and definitions are used in the exercise:

    a. Goal: a hoped-for accomplishment; a wish. In this exercise the terms goal and objective are used interchangeably.

    b. Task: one specific step that will help accomplish the goal.

    c. Brainstorm: to list ideas without comment or criticism.

4. For Tuesday's session, please complete the first three steps of the exercise. Try to select a goal in step #3 that you can accomplish or begin to accomplish in your remaining time in your office.

PROGRAM PLANNING

Overview:

The two-hour session on program planning is designed for returning students in the Leadership and Communication Skills Course for Returning Women.

Goals:

1. To provide information to participants about the techniques for planning programs.

2. To encourage participants to move from passive to active roles in their personal lives and in their campus offices.

Participants:

The session is designed specifically for returning women as a part of the course, Leadership and Communication Skills Course for Returning Women; however, with minor adjustments it could be made applicable to the general population.

Structure:

Group size:	15 - 20.
Number of sessions:	one two-hour session during the regularly scheduled class time.
Leader:	One leader familiar with the program planning material in the appendix. (The leader may be a trained student.)

Materials:

Memorandum; exercise, "Steps Toward Effective Program Development"; blackboard and chalk or newsprint and felt pen.

Format:

1. Introduction of concepts of program planning to participants.

   Leader's role:

   In advance of session distribute memorandum and exercise to participants. Request that they complete steps 1 - 3 before session.

At session

a. Relate program planning to common planning experience in participants' lives (e.g., planning a family trip).

b. Identify reasons for program planning:

   (1) Systematic way of shaping the future which enables participants to accentuate the positive and modify the negative.

   (2) Creative new solutions through using brainstorming techniques.

   (3) Way to help make a dream come true by breaking down the dream (goal) into manageable small steps (e.g., dream - going to college, small step - calling University).

2. Exercise:

Leader's role:

a. Explain that the answers to steps 1 and 2 are a needs assessment. Define term.

b. Elicit responses to answer to step 3.

c. Guide participants in choosing goal which participants use as basis of rest of exercise.

d. Guide participants through exercise using blackboard or newsprint for brainstorming and focusing.

3. Conclusion:

Leader's role:

a. Summarize the steps of exercise. Point out hierarchy and the movement from the large goal to the small step.

b. Encourage participants to use exercise in their office and in other experiences.

c. Ask for questions and reactions.

Suggestions:

A more effective way of using this exercise in a group of this size would be to divide the group into small groups after step 7, according to those interested in each approach to the goal. Each small group would be responsible for identifying the tasks of their particular approach and indicating people, the time line, and the indicators of success. The large group would meet together to report the proceedings of each small group and to conclude the session.

STEPS TOWARD EFFECTIVE PROGRAM DEVELOPMENT

1. What are the functions of your office in relation to the population you serve (i.e., returning women/students)? What do you see as the needs of this population in relation to your office?

2. Do you feel that your office is fulfilling its functions and responding to the needs of this population? Why or why not?

3. Select one area where you see a need for your office to respond to the needs of this population. List possible goals related to this need.

4. Prioritize possible goals and select one goal you want to work on. Be specific.

   Pointers for Choosing Goals

   A. Select a goal with the best chance of succeeding.

   B. Pick a goal which is manageable—one that can be broken into small steps.

   C. Select a goal which you have some control over. Your actions are the main determinants.

   D. Choose a goal which is highly visible.

5. Brainstorm about your goal and different ways to approach it.

6. What are the forces which might help and those which might hinder the implementation of your goal?

Helping forces	Hindering forces

7. Brainstorm ways to capitalize on the helping forces and minimize the hindering forces.

8. As a means of making your goal more manageable, specify the first small step (task) you will take.

9. Identify each of the other tasks in the goal. Arrange them in order.

10. What role will you and others in your office play in implementing your goal? Indicate who will be responsible for each task of the goal.

11. Indicate times when each task will be started and completed. (This is called a time line.)

12. Identify indicators of success: how will you know if your goal has been successfully achieved?

13. Go back to step #8 and take that first step!

Adapted by Elizabeth B. Pattison, Program for Returning Women, from:

Leibowitz, Dr. Zandy, "Steps Toward Effective Program Planning," Adult Conference, University of Maryland, May 19, 1977.

Surra, Ms. Catherine, "Procedural Heuristics for Setting Program Objectives and Goals," Introduction to Community Development (FMCD 499S), Spring 1975.

For more information:

Bittel, Lester R. The Nine Master Keys of Management. New York: McGraw-Hill Book Company, 1972.

Fox, R., Lippitt, R., and Schendler-Rainman, E. Toward a Humane Society: Images of Potentiality. Fairfax, Virginia: NTL - Resources Corp., Inc., 1973.

Fox, R., Lippitt, R., & Schendler-Rainman, E. The Humanized Future: Some New Images. La Jolla, California, University Associates: 1977.

RESEARCH

General Design: Pre-post three month follow-up design comparing the impact of the Leadership and Communication Skills class on the two student groups, the experimental group that took the course and the "wait" control group that wanted the course but had to wait for it until the experiment was completed.

The independent variable is class (spring or summer). Stratification variables are age, major, goal, and previous experience. The dependent variables are scores on the following instruments:

1. Bem's Androgeny Scale (1973)
2. Collins' Attitude Toward Women Scale (1973)
3. Steinman's Inventory of Feminine Values
4. Lister's Helper Response Preference Inventory (1970)

The data are being collected for eventual journal publication.

STUDENT EVALUATIONS
SPRING 1977

The Counseling and Personnel Services Evaluation Form at UMCP evaluates the instructor. It is a computerized form including 39 items and a summary profile, developed and tabulated by the Center for Faculty Evaluation and Development in Higher Education of the University of Maryland, College Park (1976).

The summary profile of EDCP 489 students is as follows:

ITEM	EVALUATION
Overall evaluation	High (99%)
Would like instructor again	High-Average
Involving students	High (97%)
Improved attitude toward field	High-Average
Communicating content and purpose	High (90%)
Creating enthusiasm	High (94%)

In general, students rated almost all methods and outcomes of the course as high or high-average. One of the lower rated items was "clearly stated objectives of the course" (only 82% agreed with this item). Two of the most highly rated items were "encouraged students to express themselves" (100%), and "seemed enthusiastic about the subject matter" (95%).

Instructor-designed Course Evaluation Form

1. All students felt the course had contributed "some change for the better" to their general personal and educational development.
2. Over one half of the students felt they had gained awareness about

women's issues, and had gained comfort and competency in helping skills.

3. The most highly rated class activities were self-esteem exercise, communication skills sessions, assertiveness training, achievement, fantasy, a guest speaker, and women's history and issues.
4. The three most positive aspects of the course were (1) communication skills, (2) peer group support, and (3) personal growth. Four most negative aspects: (1) lack of sufficient class time, (2) too much out-of-class time, (3) too many forms to complete, and (4) agency-related problems.
5. Suggestions for course included better arrangements with agency in terms of time, student role, structure, supervision, and more skills practice.
6. Major benefits of the course were confidence, assertiveness, and appreciation for women.

INSTRUCTOR DESIGNED COURSE EVALUATION

1. To what extent do you feel this course has contributed to your general educational development?

   a. significant change for the better
   b. some change for the better
   c. no change
   d. some change for the worse
   e. significant change for the worse

2. To what extent do you feel this course has contributed to your general personal development?

   a. significant change for the better
   b. some change for the better
   c. no change
   d. some change for the worse
   e. significant change for the worse

3. In comparing yourself this semester with your previous behavior:

   1. strongly agree
   2. agree
   3. neutral
   4. somewhat disagree
   5. strongly disagree
   6. does not apply

   ___ a. I like myself better than I did before
   ___ b. I am more confident about myself
   ___ c. I am more open with others (more honest about myself)
   ___ d. I see the University as a more friendly, less impersonal place
   ___ e. I feel better generally than I did before
   ___ f. I make more decisions about myself than I did before
   ___ g. I take more active steps to help myself than I did before
   ___ h. I accomplish things I need to do more effectively
   ___ i. I use more campus resources than I did before (e.g., Counseling Center, Assertiveness Training, RSSL, Women's Studies, etc.)
   ___ j. I know more about women's issues than I did before
   ___ k. I am more aware of actual discrimination that women face than I was before
   ___ l. I can paraphrase what people say more accurately than I could before
   ___ m. I am more comfortable in helping people with their problems than I was before
   ___ n. I am more aware of issues in my own life which face me because I am more of a woman than I was before

4. Listed below are some of the activities in which you have been involved this semester. Please rate these activities in terms of which aspects of the course were:

a. very helpful
b. somewhat helpful
c. least helpful or not helpful at all
d. does not apply
(Please place an a, b, c, or d beside each item listed below.)

__ support group discussions
__ large class discussion
__ discussing individual concerns with the class
__ being part of a group of Returning Women

Please rate these activities too:

a. very helpful
b. somewhat helpful
c. least helpful, or not helpful at all
d. does not apply

1977 Spring Semester

__ Communication Skills - presentations
__ Communication Skills - practice sessions in small groups
__ Sessions on goal setting
__ Writing my own goal statement
__ Discussion on Passages
__ Session of gathering information about campus resources (large and small group discussion)
__ Assertiveness Training
__ Self-esteem exercise (listing and discussing positive things about yourself)
__ Fantasy on achievement/goals
__ Reading Passages
__ Reading Reaching Out
__ Helping others deal with their concerns in class
__ Gloria Muldow's presentation on History of Women's Movement
__ Nancy Schlossberg's presentation
__ Support Group on how you handle anger
__ Discussion on Women's Issues
__ Working in your agency/field station
__ Keeping a journal
__ Sessions/your supervision at agency
__ Discussing agency-related issues in class

1977 Summer Session

__ Writing and research your papers for this class
__ Communication skills - presentations
__ Communication skills - practice sessions in small groups
__ Session on gathering information about campus resources (large and small group discussions)
__ Assertiveness training
__ Self-esteem exercise (receiving a compliment)
__ Lecture on achievement in women
__ Fantasy on achievement/goals

__ Reading Passages
__ Reading Reaching Out
__ Helping others deal with their concerns in class
__ "Information is Power" Session at the Undergraduate Library
__ Session with Beth Pattison on Problem-Solving/Brainstorming
__ Carol Pearson's Presentation on Feminism and the Women's Movement
__ Working in your agency
__ Keeping a journal
__ Sessions with your supervisor at your agency

5. Please comment on instructors in terms of strengths and weaknesses: (Answers included the following):

Supportive (understanding, encouraged participation)
Interesting (covered interesting material, good lecturers, good speakers, informative)
Well-prepared
"Delightful"
Jessy could smile more and show more facial expression; Bev could smile less
Attuned to women's needs
Impatient
Double messages (not accepting of differing opinions of others)

6. How would you rate your participation in class:

__ excellent
__ good
__ fair
__ poor
__ no answer

7. What would you have wanted more of in the course this semester? (Answers included):

more lectures
more practice work on skills
more individual sessions with an RSSL staff member to work with individual problems
more group discussion

8. What areas were NOT covered in this course which you would have liked to cover? Please be specific. (Answers included):

more on assertiveness
more on issues about women
leadership
self-esteem (include more)

9. List 3 positive aspects of this course: (Answers included):

Learned specific communication and other skills
Attachment to a group of returning women
A confidence builder
Interesting, fast-moving

Support group
Learning about women's/feminist issues
Self-growth
Informative ("I learned a lot.")

Other: (less frequent answers)

Role-playing
Instructors - good role models; interested in us
Journals
Self-Esteem
Helped me deal with guilt

10. List 3 negative aspects of this course: (Answers included):

Not enough class time
Time consuming; lots of out-of-class time required
Too many forms to fill out
Cost of Passages
Tried to cover too much
Different messages between course leaders and agency
Tardiness of instructors
Biased too much in favor of women

11. Suggestions for course for next semester: (Answers included):

Better arrangements with agencies
In agency: more supervision, more structure and definition in agency
Change agencies
Start support groups in beginning
Change role from peer counselor to ambassador for Program for Returning Women
Reduce agency hours

12. What, if anything, did you get out of this course? Have you changed or improved in any area as a result of this course? (Most frequent answers):

Gained confidence
More assertive
I like women more
Learned communication and leadership skills
Women's History
Personal change
"I cleared up my goals"
"A lot"

13. Should this course be continued in future semesters? (All "yes" or "maybe," or "with some modifications.")

___ Yes
___ No

14. What do you plan to do next semester? (Variety of replies, including):

Go to school -- some "go to school" and "go to work"
Go to work
No Answer or Undecided at this point

INSTRUCTOR EVALUATION

1. GENERAL REACTION: challenging, exciting, rewarding; difficult to teach because of multiplicity of goals; and effective in impacting women's sense of self, assertiveness, listening skills, and self-esteem.

2. AGENCY PLACEMENTS: growth-producing to growth-obstructing; needed more structure; and needed modification and flexibility in 60-hour time commitment.

3. PROJECTS: more personal than academic; more reflective than creative; and outstanding in terms of daycare project, poetry collection, public relations for Program, and Returning Women's Group.

SUGGESTIONS FOR FUTURE CLASSES

1. Structure agency placements for a more meaningful experience.
2. Give more course credit for agency experiences.
3. Provide more flexibility in agency time commitments.
4. Make agency experience optional.
5. Separate class and agency experience into two separate semesters.
6. Provide more in-class time.
7. Continue class for two semesters.
8. Narrow focus of class content.
9. Stress advocacy role.

CONFERENCE

I met with the fifth grade teacher
to talk about my little girl
as she,
hair streaming,
eyes shining,
voice laughing,
rushes head-on
into life.

"Her work is good," he said,
"Just one problem;
she wants to answer
all the questions. She wants
to be a leader
in everything. I could stand
this attitude
in a little boy,
but it's unbecoming
for a girl. Sometimes I look at her
and wonder, what will she be like
when she gets to college?"

"I'll talk to her," I said,
and wondered what to say:
"Speak quietly, stand back,
let someone else
be the leader for a while?"

It's true enough
I do not hope for her
to be obnoxious
or inconsiderate,
and yet
I thought how soon
the culture shapes
vibrant girl-children
into docility, and I
put my arms around her
and said,
"You're doing very well:
everything
is fine."

Jane O'Hara Carter

PUBLICATIONS

CONTENTS

Second Wind publications:

Student newsletter, Spring 1977

Student newsletter, August 1977

Faculty/staff newsletter, Fall 1977

Brochure, Fall 1977

Handbook, 1977

SECOND WIND PUBLICATIONS

All Second Wind publications are developed and produced by students in the Leadership and Communication Skills Course.

Second Wind newsletters contain information about programs and services for returning students. There are separate editions for returning women and for faculty and staff.

Second Wind brochure publicizes the Program for Returning Women to the local community.

Second Wind handbook contains comprehensive information about programs and services for returning students.

Second wind

PROGRAM FOR RETURNING WOMEN
Counseling Center
University of Maryland
at College Park
454-5923
Spring 1977

This issue of the Second Wind Newsletter, edited by Charlotte Thomas, is a publication of of the Program for Returning Women. Take advantage of the following services offered by the Program for Returning Women.

WORKSHOPS FOR RETURNING STUDENTS

The Reading and Study Skills Lab has individual and group workshops in the following areas:

Study Skills
Time Analysis: Work Smarter,
Not Harder
Goal Setting
Exam Skills

For information on these and other workshops, visit RSSL in the Shoemaker Building, or call Barbara Goldberg, 454-2935.

****

CREDIT FOR LIFE EXPERIENCE

Interested in finding out how your experience outside of college--the work you've done on the job, at home, volunteering -- could possibly get you college credit? Contact Sande Wool, 770-5349 or 530-8090.

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SECOND WIND HANDBOOK - 1977

The 1977 edition of the Second Wind Handbook has received much positive feedback from students, faculty, and people in the community. This resource handbook is in the process of being updated for distribution on campus and in the community this spring. Watch for it!!

INFORMATION FAIR

The Program for Returning Women is sponsoring an "Information Fair" to answer questions you might have as a retruning woman on any aspect of university life. Such topics as financial aid, community and campus services, personal growth, study skills, advisement and career development will be covered. Marilyn Berman, Assistant to the Dean of Engineering, will speak briefly on non-traditional careers for women.

Come and bring a friend. Get your questions answered and get acquainted with a great group of women who have a common cause in growing and learning.

Bring your own lunch; beverage and dessert will be provided.

Dates: Tues, April 12, 1977
12:30-2:30 PM
(Speaker: 12:45)

Mon, April 18, 1977
12:00-2:00 PM
(Speaker: 12:15)

Place: Student Union, Rm 1133

If you are unable to attend, but would like information about any of the services or topics mentioned, please contact Joannah Machlan, Reading and Study Skills Lab, 454-2935.

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RETURNING WOMEN IN CAMPUS AGENCIES

Have a question about career development, test anxiety, mid-semester blues, advisement?

Students in the Leadership and Communications Skills Course for Returning Women have been placed in various agencies around campus acting as peer counselors and advisors to other women on these issues and others.

Their names and agencies are:

ADMISSIONS	Anne McGrane	2106
ASSERTIVENESS TRAINING	Monique Birk	2931
CAREER DEVELOPMENT	Charlotte Thomas	2813
COLLEGE AIMS (CLAM)	Marcia Goldstein	2935
	Jane Carter	2935
MINORITY STUDENT ED.	Thelma Williams	4901
PROGRAM FOR RETURNING WOMEN	Barbara Edwards	5923
	Susan Hall	5923
	Pat Hunt	5923
	Joan O'Brien	5923
	Patti Steffanelli	5923
RSSL	Joannah Machlan	2935
	Ellen Scott	2935
	Diana Stayman	2935
UNDERGRADUATE ADVISEMENT	Sande Wool	3040

Come in and see us. We are anxious and eager to talk to you.

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DEPARTMENTAL RESOURCE PERSONS

The Returning Women's Program is trying to compile a list of names of returning women who would be resource persons for their individual departments. We're hoping to construct a network of "returning women around campus" who would be willing to be contacted to give information about their particular department, major, teachers, and courses. If you would be willing to give your name as a "contact person", please call Sande Wool, 770-5349 or 530-8090.

OTHER UNIVERSITY SERVICES INCLUDE:

COURSE FOR RETURNING WOMEN

This is a 1 credit course which gives you the opportunity to be with other returning women and get information & support. Topics discussed include: career and academic exploration, study skills, time management, campus resources, etc. To enroll, register for EDCP 108R (for returning women). For information, call Beverly Greenfeig, 454-2935.

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COMEDY BY WOMEN FOR EVERYONE

The Student Entertainment Enterprises, in cooperation with the Women's Center, is bringing the Pam and Jan Comedy Team, a Chicago based female comedy duo, to the University of Maryland. You can see, hear, and laugh with them on Tuesday, April 26, at 8:00 PM in the Colony Ballroom, of the U of Md Student Union. Admission is free, but you must have a ticket to be admitted. You can pick one up from the Women's Center (in the Student Union) or the Student Union Box Office.

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CONFERENCE ON "THE OLDER WOMAN"

The Center on Aging, U of Md, is holding its first annual Institute on Aging, May 23-27, 1977. The conference, entitled "The Older Woman: Crises or Crossroads" will study, among other things, the image, needs, and life changes of the older woman. It can be taken for credit or non-credit. Registration must be completed by May 11. For more information contact Nancy Robinson, 454-5856.

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The University of Maryland actively subscribes to a policy of equal educational and employment opportunity. The University of Maryland is required by Title IX of the Education Amendments of 1972 not to discriminate on the basis of sex in admission, treatment of students, or employment.

Second wind

August 1977

PROGRAM FOR RETURNING WOMEN

University of Maryland at College Park

LOCATION: Counseling Center, Second Floor, Shoemaker Building

PHONE: 454-5923

STAFF: Dr. Karen Weiss, Director
Ms. Elizabeth Pattison, Student Coordinator
Ms. Barbara Goldberg, Coordinator of Workshops
Dr. Jessy Leonard and
Ms. Beverly Greenfeig, Instructors of Leadership and Communication Skills Course

This issue of SECOND WIND, edited by Lee Sattler, focuses on setting goals in our life work, and offers encouragement in beginning this process.

CAREER DEVELOPMENT: Are You Willing To Grow?

All of us want and need to get satisfaction out of what we do. We may realize that we ourselves are capable of creating that satisfaction. But often, particularly when we face career-related decisions or problems, we experience a kind of personal impasse, a sense that we are not doing all we can in order to achieve the satisfaction we desire.

Creating satisfaction in our careers, and in whatever we do, depends on our willingness to grow. The following questions are designed to stimulate you and support you in that process.

1. Are you willing to be responsible for creating a satisfying career for yourself?

Too often, we blame "the system," bad luck, circumstances, discrimination or other scapegoats, when satisfaction actually depends on our willingness to take control, dealing with our personal situations from the point of view that we ourselves create our own experience.

2. Are you willing to locate and look at your own barriers?

In taking responsibility for being the source of what we are and what we do, we find that many obstacles arise out of our reactions to past experiences (resentments, regrets, disappointments) or worries about future experiences (fears, anxieties, apprehensions.) Although (and often because) we are not conscious of them, these barriers limit us. We need to identify them, examine them, and decide to let them go.

3. Are you willing to make clear where you have been, where you are now, and where you want to go?

The lack of a clear sense of purpose, a direction which we can steadfastly pursue, is the biggest career obstacle. To decide where we are going, we need to look at where we have been--acknowledging accomplishment and failure, satisfaction and disappointment. Understanding our reactions to past experiences can open up, rather than restrict, opportunities. When we let go of ideas of what should have been and accept what is, we can move on. We can formulate goals which are practicable. We can take responsibility for what we are presently engaged in rather than put all our attention on what we think we should be doing.

Achieving satisfaction requires a commitment to ourselves. Rather than just allowing life to happen to us, we must set goals for the future and take active steps toward attaining them.

Are you willing?

GOAL-SETTING WORKSHOP: To Help You Get Where You Want To Go.

You really can do more in life than you think you can once you make the commitment. Learn the steps of goal setting to help insure your success. Returning students will have an opportunity to share helpful suggestions and past experiences in goal setting. Two 1-hour sessions. To register, call 454-2935.

Monday	Sept. 19 & 26	2:00- 3:00
Thursday	Oct. 13 & 20	11:00-12:00
Monday	Nov. 7 & 14	10:00-11:00

OTHER WORKSHOPS TO IMPROVE YOUR SKILLS:
(To register, call 454-2935.)

Time Analysis: Work Smarter Not Harder
Two 1-1/2-hour sessions.

Monday	Sept. 19 & 26	10:30 - 12:00
Monday	Oct.3 & 10	1:00 - 2:30
Tuesday	Oct. 25 & Nov. 1	1:00 - 2:30

Study Skills: Improve your reading skills and textbook comprehension. Two 1-hour sessions.

Monday	Oct. 3 & 10	10:00 - 11:00
Wednesday	Nov. 2 & 9	1:00 - 2:00

Exam Skills: Score higher and feel more confident on objective and essay exams. Two 1-hour sessions.

Thursday	Oct. 27 & Nov. 3	1:00-2:00
Monday,	Nov. 21 & 28	11:00 - 12:0

Library Skills: Familiarize yourself with the Undergraduate Library. Learn about all the special programs and services they offer you.

Thursday	Oct. 13	10:00 - 12:00
Tuesday	Oct. 18	10:00 - 12:00

RETURNING WOMEN GET TOGETHER

A group is being formed to discuss issues relevant to returning women and to provide a place where we can drop in to see friends and share common concerns. The first meeting was held July 28th. Even if you missed this initial meeting, please plan to join us at the next one. Call Rosemary Mandell (384-1126) or Marie Somers (552-1971) after 6:00 for information.

SCHOLARSHIP FOR RETURNING WOMEN

The Program for Returning Women will award a $300 grant for 1978 spring semester to an undergraduate UMCP returning woman student 25 or older. Funds for the grant are from the Alpha Epsilon Phi Foundation. For more information and an application blank, contact Beth Pattison, 454-5923.

MULTIPLE ROLES

I have three chapters to read tonight
And a quiz in English II,
The kids are screaming for supper
And I think I'm getting the flu.

"Whatever are you going to be?"
Ask friends who see me mired,
There's only one thing I know for sure,
I'm going to be very tired.
Jane O'Hara Carter

Second Wind

PROGRAM FOR RETURNING WOMEN
University of Maryland
at College Park
Fall 1977

Edited by Frieda Greenberg and Jane Carter

PROGRAM STAFF:
Ms. Elizabeth Pattison
Ms. Beverly Greenfeig
Dr. Jessy Leonard
Ms. Barbara Goldberg

If you would like further information, or wish to refer a student or prospective student to the Program for Returning Women, please call 454-5923.

WHO ARE RETURNING WOMEN?

Returning Women are students, aged 25 or over, who are in college after a break in their formal education. Approximately 11% of the undergraduate student population are returning women (Data Center, UMCP, Nov. 1976). Most are highly motivated, serious students who earn above average grades. The Program offers services to help counteract problems reported by this population such as:

- Rusty academic skills
- Survival on campus
- Role conflicts
- Age
- Money
- Child care

PROGRAM INFORMATION AVAILABLE TO OTHER COLLEGES, UNIVERSITIES

As a stipulation of the HEW grant which funded the Program for Returning Women, a manual is being prepared by the Program staff. Describing PRW services along with evaluations and suggestions, the manual is designed to provide guidelines for institutions planning to implement a similar program. Copies will be available at UMCP in September and will be sent to institutions whose requests are currently on file. Additional copies will be printed by NEW for national and international distribution.

PROGRAM SERVICES REACH OUT TO CAMPUS AND COMMUNITY DURING SPRING AND SUMMER SEMESTERS

Thirty-one women received training and campus personnel office experience in the Leadership and Communications Skills Course for Returning Women during Spring and Summer, 1977.

The Warmline, a volunteer welcoming, information and referral telephone service contacted returning students. Program staff and returning women students operated an Information and Referral service for returning students or prospective students who called for information or stopped in at the Program office in the Counseling Center, Shoemaker Bldg.

The Second Wind Handbook, listing UMCP resources for returning students, was mailed to 4,000 students, faculty and staff. Second Wind newsletters were sent to 1500 women and an equal amount will be distributed this fall.

Seventeen workshops for returning students covered Goal-setting, Exam Skills, Time Analysis, Study Skills, Library Skills, and Multiple Roles. Eight summer workshops were conducted. Outreach services to potential returning women in the community included 13 workshops with 574 participants and the distribution of the Second Wind brochure to 1,000 women.

RETURNING WOMEN SPEAK FOR THEMSELVES

(Patti Stefanelli is currently a special student in the Counseling and Personnel Services Department).

I received my BS in Early Childhood Education and Art in 1967 and MA in Human Development in 1976. I majored in Education because I felt that teaching was good experience for child rearing. I married soon after graduation.

Five years later, after two children, I felt as though I had "sold out" for the sake of social expectations and lost my identity. When my younger daughter remarked, I want to be nothing when I grow up, Mommy, just like you," I realized that art classes and volunteer work were not sufficient intellectual stimulation. Fortunately for me, I was accepted by the Graduate School of the University of Maryland.

I found the strains of juggling multiple roles difficult. It was years before I was assertive enough to refuse PTA activities and unreasonable family demands. I still have problems with childhood diseases arriving the day before exams, and with babysitters who do not arrive at all.

I am now pursuing graduate studies in Community Counseling, eventually hoping to develop an outreach program for adults in midlife crisis. An outgrowth of my own experience has been an interest in and empathy for other women. In response to the basic need for adequate child care services for students with children, I am working on a drop-in, scheduled day care facility adjacent to campus. Hope Lutheran Church has offered space; the SGA has budgeted money for the zoning application; and much campus interest has been expressed.

Although I don't believe the Center will actually open before the Spring or Fall of 1978, it is a beginning. It is not a panacea for the problems of student parents, but it is a tangible expression of support for the returning student.

Patti Stefanelli

(Marilyn Berman, a former returning student, is Assistant Dean, School of Engineering).

The absence of women in science and engineering is a direct result of the educational system's channeling of girls into specific vocations seen as acceptable for women such as teacher, secretary, nurse. This, plus women's own reluctance to set their sights with a broad enough scope perpetuates the limiting of certain career choices. Only about eight percent of the student bodies of engineering schools are women. The projected need for engineers through the next decade will far exceed the number of students graduating from engineering schools. The problem is, therefore, not to create jobs for women in industry and the professions, but rather to create women engineers to fill the available openings. Marilyn Berman

a publication of
THE PROGRAM FOR RETURNING WOMEN
UNIVERSITY OF MARYLAND
COLLEGE PARK, MARYLAND 20742
454-5923

Are you:

- a woman thinking about returning to school after having been away from school for some years?
- a woman thinking of coming to college for the first time?
- a woman who interrupted college studies for employment or marriage?
- a woman who decided to devote herself to family responsibilities?
- a woman who stopped to assess personal goals and life styles?

If so, you are **NOT** alone! There are more than 1,100,000 women 25 and older enrolled in continuing education and college-degree programs across the nation. Of these more than 450,000 are women over 35. At the University of Maryland, 11% of the undergraduate female population is currently comprised of women 25 and older. If you'd like to explore the possibility of returning to college, contact us. . .

WHO: THE PROGRAM FOR RETURNING WOMEN

WHERE: UNIVERSITY OF MARYLAND, COUNSELING CENTER, SHOEMAKER BUILDING, SECOND FLOOR. PHONE: 454-5923

WHY: TO FIND SUPPORT AND INFORMATION ABOUT CAMPUS SERVICES FOR WOMEN RETURNING TO SCHOOL.

WHAT: SECOND WIND PUBLICATIONS, periodic newsletters and an annual handbook with information on campus and community programs and services available to returning women.

WARMLINE, phone calls to new returning women offering information and support about school-related concerns.

INFORMATION AND REFERRAL SERVICE, an information bank on existing programs, services, publications, and resource persons for returning women.

WORKSHOPS for returning women students and non-students in study skills, time management, goal setting, exam and library skills.

COURSE FOR RETURNING WOMEN (EDCP 108R), a one-credit course offered in fall and spring semesters for returning women, focusing on academic and career advisement, vocational testing, reading and study skills, and opportunities to share common concerns.

LEADERSHIP AND COMMUNICATION SKILLS COURSE FOR RETURNING WOMEN (EDCP 498F), a three-credit course providing an opportunity for returning women to serve as peer counselors in the following campus agencies: Admissions, Career Development Center, Minority Student Education, Orientation, Program for Returning Women, Reading and Study Skills Lab, and Undergraduate Advisement Center.

If you are a woman contemplating a change, our program may be for you. . . Our services are free to both students and non-students. If you would like to visit and get to know us better, please call us at 454-5923.

HANDBOOK FOR RETURNING STUDENTS 1977

University of Maryland
at College Park

Second wind

SECOND WIND is for you, the returning student at the University of Maryland, College Park campus.

As a student over age 25, you may have special needs (such as rusty academic skills, child care, money) that students of traditional age may not have.

The purpose of **SECOND WIND** is to answer your questions, inform you about the resources available for you as a returning student, and let you know that there are helpful, supportive, trained people attuned to your needs as a returning student.

SECOND WIND has been compiled by returning students and staff of the Program for Returning Women. After reading through it, you may have some comments or suggestions for future editions. Please let us know at the Program for Returning Women, 454-5923. We look forward to hearing from you!

Joan O'Brien, Editor
Beverly Greenfeig and
Beth Pattison, Advisors

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Program for Returning Women

The Program for Returning Women is a model program operated by returning women being trained as peer leaders and counselors. The Program provides the following programs and services for you:

SECOND WIND Publications, periodic newsletters and an annual handbook with information on campus and community programs and services available to returning students.

Warmline, a telephone support system for newly admitted returning women, operated by volunteers.

Information and Referral Service, an information bank on existing programs, services, publications, and resource persons for returning women.

Workshops for returning students and non-students in study skills, time management, goal setting, exam skills, and library skills.

Leadership and Communication Skills Course for Returning Women (EDCP 498F), a three-credit course providing an opportunity for returning women to serve as peer leaders and counselors in campus agencies and offices.

For more information, contact the Program for Returning Women, Counseling Center, Shoemaker Building, Second Floor, 454-5923.

Find Out About Veterans Benefits

If you are a veteran, there are three Veterans Administration counselors who work on campus to assist you and your dependents with all VA-related questions and problems. The counselors are available on a walk-in basis during normal office hours in 1130 or 2108M North Administration Building, 454-5276 and 454-5734.

Get Help with Advising

If you encounter "red tape" at the University, go to the Undergraduate Advisement Center (UAC), which:

Provides advising for returning students, especially those who have not yet chosen a major.

Assists students who are unable to resolve administrative procedural problems.

Assists students with the registration procedure, including preregistration.

Helps students solve problems which emerge from academic transactions (i.e., change of grading option, record revisions, etc.).

Offers prelaw advising.

Provides information about advanced placement, credit-by-exam, and the College Level Examination Program (CLEP).

The Undergraduate Advisement Center is at 3151 Undergraduate Library, 454-2733.

Need Emergency Assistance? Call Women's Crisis Hotline

Women's Crisis Hotline is open from 6 p.m. to 12 a.m., Monday through Friday; and from 10 a.m. to 7 p.m. on Saturday and Sunday. Staffed by trained volunteers, the Hotline is a walk-in and telephone service for victims of rape and sexual assault.

The staff gives information, referrals and support during medical and legal procedures after an assault, and seminars and training sessions on rape. The Hotline is in 2124 Health Care Center, 454-4616.

Attend Workshop for Returning Students

Workshops that are sponsored jointly by the Program for Returning Women and the Reading and Study Skills Lab are available to you, the returning student. They include:

Study Skills Workshop—Two 1½ hour sessions. Learn how to improve reading skills and textbook comprehension.

Time Analysis: Work Smarter Not Harder—Two 1 hour sessions. Learn how to manage your time better.

Goal Setting—Two 1½ hour sessions. Learn the steps of goal setting to help insure success.

Exam Skills—Two 1½ hour sessions. Learn to perform better and feel more confident on essay and objective exams.

For more information, call or visit the Reading and Study Skills Lab, 2201 Shoemaker Hall, 454-2935.

Having Problems with Admissions & Registrations?

The Office of Undergraduate Admissions and the Office of Registrations and Records recognize you, the returning student, as a population with some unique concerns, particularly in the area of admissions. If you have had military experience and/or have not attended school on a regular basis for the last two years, you may find that the published admissions criteria are not applicable.

If you are in these categories, contact an admissions counselor in the Office of Undergraduate Admissions, North Administration Building, 454-4535.

Explore Women's Center

The Women's Center maintains resource files and current reading material on women's issues and sponsors a "Women's Week" on campus in the spring. All women are encouraged to visit the Center, participate in its activities, and attend the 5:30 p.m. Monday meetings.

Since the Center is not staffed continuously, obtain the key for the Women's Center (located at 1106 Student Union Building, 454-5411) from the Student Union Information Desk.

Going to Graduate School?

If you are going to graduate school, you may need to find the following offices:

Office of Graduate Admissions answers all inquiries about the admission process, 2107 South Administration Building, 454-3141.

Office of the Assistant to the Dean assures that the academic programs and accomplishments of graduate students fulfill the established requirements, 2114 South Administration Building, 454-4791.

Office of the Director of Graduate Records is in charge of graduate admissions and records of degree progress, 2125 South Administration Building, 454-5438.

Fellowships and Finance Office serves as a clearinghouse for information on available fellowships and administers fellowships sponsored by the Graduate School, 2126 South Administration Building, 454-4791.

Report Concerns to Women's Commission

The Chancellor's Commission on Women's Affairs (Women's Commission) is an organization of women and men—faculty, administrators, staff, classified employees, and graduate and undergraduate students—interested in women's needs on campus. It was established to advise the Chancellor on issues of concern to women.

If you have any suggestions or if policies at the University are inhibitive or discriminatory to you as a woman, let the Women's Commission know at 1115 Undergraduate Library, 454-2530.

For Campus Escort Service, Just Call: 454-JUST

Staffed by volunteers, the Escort Service is available between 10 p.m. and 2 a.m. Sunday through Thursday to students wishing an escort from one campus location to another. The main station is in the lobby of the Health Center, with walk-in locations in the lobby of McKeldin Library and in the Reserve Room of the Undergraduate Library, 454-5878.

Need Medical Care and Info?

Routine medical care is available to all part-time and full-time students who have paid the mandatory health fee. In addition to the general medical services of treatment for illness, X-rays, lab work, injections, and consultations, the following departments may be of particular interest to returning students:

Women's Health Care Center offers a wide range of gynecological treatment and counseling services, 454-4921.

Mental Health Unit provides group therapies, psychopharmacological services and alcohol treatment, 454-4925.

Health Education Center offers information on self-help health care and teaching programs, 454-4922.

The Health Center is located on Campus Drive, 454-3444. For an appointment, call 454-4923.

Explore Undergraduate Library

The Undergraduate Library's Reference Department provides an information and referral service which identifies and indexes information and services about and for women in order to ensure optimum access to these sources by the campus community.

You may call or visit the UGL Information Desk to receive help with personal information questions or research papers. The reference librarians on duty will assist you or refer you to the librarian for women's studies and women's services. The UGL Information Desk is located on the first floor of the Undergraduate Library. 454-4737.

Need Family/Personal Counseling?

The various chaplaincies offer a variety of opportunities for you to have someone with whom to discuss personal and/or family problems on a one-to-one basis. They also serve as a source of community help and referral. Several of the chaplaincies offer scholarship resources as provided by various church bodies. Chaplains' offices are found in Memorial Chapel with the exception of Hillel (7505 Yale Ave., 779-7370) and Newman (Guilford & Knox, 864-6223). For more information call 454-3317.

Resource Persons for Returning Students

Below is a list of persons in various agencies who have expressed a special interest in working with returning students. In addition in each of these agencies are a number of other qualified people available to help you.

ADMISSIONS, UNDERGRADUATE	
North Administration Building	
Mr. James E. Christensen	
Ms. Helen Will	
Ms. Vicky Wise	454-4535
CAMPUS ACTIVITIES	
1121 Student Union Building	454-5605
Ms. LaVerne Havelka	454-5606
CAREER DEVELOPMENT CENTER	
Terrapin Hall	
Mr. Mac Saddoris	454-2813
COMMUTER AFFAIRS	
1195 Student Union Building	454-5274
Ms. Harriet Mohr	454-5275
COOPERATIVE EDUCATION	
0119 Undergraduate Library	
Ms. Vickie McCaleb	454-4767
COUNSELING CENTER	
Shoemaker Hall	
Dr. Vivian Boyd, Communication Skills for Couples	
Dr. Jessy Leonard, Assertiveness Training	
Dr. Brenda Sigall, Multiple Roles	454-29[illegible]1
CREDIT BY EXAMINATION	
3151 Undergraduate Library	
Dr. Helen Clarke	454-2731
ESCORT SERVICE	
Lobby of Health Center	
Mr. Merle Feldbaum	
Mr. Larry Kline	454-5878
EXPERIENTIAL LEARNING PROGRAM	
0119 Undergraduate Library	
Ms. Alice Hayes	454-4767
GRADUATE SCHOOL	
South Administration Building	
Mr. Carl Seidel, Director, Graduate Records	454-5438
Ms. Lois Lyon, Asst. Director, Graduate Records	454-5428
HANDICAPPED STUDENT SERVICES	
Counseling Center, Shoemaker Hall	
Dr. John Van Brunt	454-2931
HEALTH CENTER, Campus Drive	
Ms. Sue Frye	
Dr. Margaret Bridwell	454-3444
HELP CENTER	
Basement, Shoemaker Hall	454-HELP
HOTLINE, WOMEN'S CRISIS	
Health Care Center	
Ms. Iva Holt	454-4616
HUMAN RELATIONS	
1114 Main Administration	
Ms. Yolande Ford	454-4124
INDIVIDUAL STUDIES AND GENERAL STUDIES PROGRAM	
1115 Undergraduate Library	
Dr. Judith Sorum	454-2530
MATH 001	
Y2117 Glenn L. Martin Bldg.	
Dr. Shirley Sorenson	454-2746
MEMORIAL CHAPEL	
Reverend Elizabeth Platz	454-3317
Reverend Robert Burdette	454-2348
Reverend Wofford Smith	454-2347
Reverend Ned Walsh	454-4604
MINORITY STUDENT EDUCATION (OMSE)	
3151 Undergraduate Library	
Dr. Andrew Goodrich	454-4901
MOTOR VEHICLE ADMINISTRATION	
131 Service Building	
Mr. Roy Berry	454-4241
ORIENTATION	
1195 Student Union Building	
Ms. Linda Clement	
Ms. Chris Courtois	454-5752
PROGRAM FOR RETURNING WOMEN	
Shoemaker Hall, Counseling Center	
Dr. Karen Weiss, Program Director	
Ms. Elizabeth Pattison, Student Coordinator	
Ms. Barbara Goldberg, Workshop Coordinator	
Ms. Beverly Greenfeig, Course Instructor	
Dr. Jessy Leonard, Course Instructor	454-5923
READING AND STUDY SKILLS LAB	
Shoemaker Hall	
Ms. Barbara Goldberg	
Ms. Beverly Greenfeig	
Dr. John Van Brunt	
Dr. Karen Weiss	454-2935
READMISSION OR REINSTATEMENT	
North Administration Building	
Ms. Catherine Dalton	
Ms. Wanda Bair	454-5614
REGISTRATIONS AND RECORDS, UNDERGRADUATE	
North Administration Building	454-5559
Ms. Kathleen O'Connor	454-2734
RETURNING STUDENTS GROUP	
Shoemaker Hall	
Reading and Study Skills Lab	
Ms. Beverly Greenfeig	
Dr. John Van Brunt	454-2935
RETURNING WOMEN'S COURSE	
Reading and Study Skills Lab	
Counseling Center, Shoemaker Hall	
Ms. Beverly Greenfeig	
Ms. Barbara Goldberg	454-2935
SHUTTLE-UM, Commuter Affairs	
1195 Student Union Building	454-5841
Mr. Scott Marinello	454-5375

STAR CENTER	
Lobby of Student Union Bldg.	**454-4948**
STUDENT AID	
2130 North Administration	
Dr. Ulysses Glee, Jr.	**454-3046**
TUTORIAL ASSISTANCE	
Reading and Study Skills Lab	
Dr. John Van Brunt	**454-2935**
UNDERGRADUATE ADVISEMENT	
3151 Undergraduate Library	
Ms. Linda Marcks	**454-3040**
Dr. Joe Metz	**454-2733**
UNDERGRADUATE LIBRARY	
Ms. Ellen Roth	
Ms. Betsy Sharer	**454-4737**
UNIVERSITY COLLEGE	
Adult Education Center	
Academic Counseling	**454-4044**
Career Counseling	**454-5737**
Financial Aid	**454-5876**
Vets Affairs, Mr. Bill Masters	**454-2311**

Try Cooperative Education

Cooperative Education is a program in which a full-time job is combined with school. You and another student rotate in the same job on a semester basis. When you go to class, the other student works. At the beginning of a new semester, you switch. To find out about the advantages of the Cooperative Education Program, go to 0119 Undergraduate Library, 454-4767.

Get Involved in Commuter Affairs

Representing the "commuter aspect" on University issues, the Office of Commuter Affairs responds to the needs and problems of commuting students through off-campus housing, carpool match-up, priority parking, shuttle buses, and bikeway information. If you have any problems or suggestions, contact the Program Coordinator, 1195 Student Union Building, 454-5275.

Where Do You Park?

Any vehicle operated on campus by students, faculty or staff must be registered with the Motor Vehicle Administration Office and will be assigned to a specific parking area. Special parking accommodations may be arranged for students with health problems and/or handicaps. Inquire at Motor Vehicle Administration Office, 131 Service Building, 454-4241 or 454-4242.

VETERANS CLUB	
3110 Student Union Building	
Mr. Ray Badders	**454-5885**
VETERANS OFFICE	
1130 North Administration	
Ms. Alexia McKissic	**454-5276**
WOMEN'S CENTER	
1106 Student Union Building	
Ms. Sheila Thomas	**454-5411**
WOMEN'S COMMISSION	
1115 Undergraduate Library	
Dr. Judith Sorum	**454-2530**
WOMEN'S STUDIES PROGRAM	
4102 Foreign Languages Building	
Dr. Carol Pearson	**454-3841**

The University of Maryland actively subscribes to a policy of equal educational and employment opportunity. The University of Maryland is required by Title IX of the Education Amendments of 1972 not to discriminate on the basis of sex in admission, treatment of students, or employment.

Need Financial Aid?

If you have financial need, you may apply for financial aid. Applications and information for scholarships, employment, loans (under the Guaranteed Loan Program) and grants (such as the Basic Education Opportunity Grant) are available in the Student Aid Office, 2130 North Administration Building, 454-3046.

There is also a Financial Aid file at the Program for Returning Women in the Shoemaker Building, 454-5923.

Involved in Career Planning? Visit Career Development Center

The Career Development Center, located in Terrapin Hall, offers a wide range of services and resources helpful to you on campus.

The Career Library offers a comprehensive collection of career planning, job seeking (summer, full-time), and graduate and professional school materials. Ask to see the collection of library materials on women, including the self-help kit, CATALYST, which is designed to acquaint the reader with a wide range of occupational and professional choices open to women who wish to pursue homemaking *and* a career. Career advisement is available on a walk-in basis.

To contact the Career Counseling Services, call the Career Development Center, Terrapin Hall, 454-2813.

Explore Counseling Programs

The Counseling Center offers a variety of programs to meet the needs of students of various ages who are interested in personal, educational, and career counseling, and academic skills work. They also have special groups, workshops, and courses during the year. Among the counseling services available to you are:

Personal Counseling
Educational and Career Counseling
Anxiety Reduction Group
Assertive Behavior Training Group
Couples Communication Group
Women in Multiple Roles
Self-esteem Group

Counseling is available to part-time and full-time students in Shoemaker Hall, For more information, call 454-2931.

Do Your Children Know Where You Are?

If you have a child who may need to contact you in case of emergency, complete the necessary information sheet at the Parent Locator Service, STAR Center, Student Union Building Lobby. In the event of an emergency, have your child call the Parent Locator Service, 454-4948, who will locate you on campus.

It is a good idea, however, to post your class schedule, including room numbers and buildings, in a conspicuous place in your home or leave the information with your child's school or babysitter. If your child can not reach the Parent Locator Service, he/she can call the University Police, 454-4444, who can then locate you. THIS IS FOR EMERGENCY USE ONLY.

Vets: Join Your Club

For you, a veteran attending the University of Maryland, the Veterans Club offers monthly meetings, a monthly newsletter, financial assistance counseling, and a student academic advisor available Monday through Friday from 10 to 11 a.m. in the Veterans Club office, 3110 Student Union Building, 454-5885.

Need Tutoring?

If you have a problem with a course, first see your professor. If he/she suggests tutoring, you can find a list of available tutors at the STAR Center in the Lobby of the Student Union, 454-4948 and/or the Reading and Study Skills Lab, second floor of Shoemaker Hall, 454-2935.

Students with hearing, vision or orthopedic disabilities who need special tutorial assistance while attending the University of Maryland should contact the Director of the Reading and Study Skills Lab in the Counseling Center, 454-2931.

Check Out Reading & Study Skills Lab

Offering a wide array of study skills instruction, the Reading and Study Skills Lab is perhaps one of the most useful services offered on campus. Available is free assistance in effective reading and writing skills plus tips on preparing for exams (including the Graduate Record Exam and Law School Admission Test), listening, taking notes, and speed reading. You can work at your own pace and within your own schedule limitations.

Visit RSSL in the Shoemaker Building or call 454-2935.

Experiential Learning Program Has Opportunities

The Experiential Learning Program specializes in helping you get experience before you graduate. Its clearinghouse lists over 1,000 opportunities for students in organizations in the Washington area. Staffed by an excellent group of trained student advisors to help you set up a field experience, the Experiential Learning Program is in 0119 Undergraduate Library, 454-4767.

Tell Help Center About It

The HELP Center offers peer counseling, referrals, drug analysis and free pregnancy testing (M-W-F mornings). If you need help, contact the HELP Center in the basement of Shoemaker Building, 454-HELP.

Design Your Own Major

If the traditional programs at the University do not suit you, special learning programs are available that can meet your needs. You can design your own major through the *Bachelor of General Studies Program* by choosing courses from at least three of the academic divisions. Or you can design your own major by contracting with the University for a degree that is exactly what you want through the *Individual Studies Program* by working with a tutor of your choice, a faculty member who helps guide your program. For more information, contact the Office of the Dean of Undergraduate Studies, 1115 Undergraduate Library, 454-2530.

Join Returning Students Group

This group is for women and men who are coming to college after having been out of school for some years. The group will help you learn about University life and realize your educational goals. They will discuss many topics:

Improving study skills.

Time Management.

Goal setting.

Learning to deal with issues related to school.

Individual concerns.

Handling the multiple roles of student, family member, and/or worker.

There will be six sessions, each lasting 1½ hours. Sign up in the Reading and Study Skills Lab (RSSL), 2201 Shoemaker Hall, 454-2935.

Visit Women's Studies Program

The Women's Studies program is designed to educate men and women about women's experiences and achievements. The program educates through courses, lectures, films, publication of a journal and three newsletters. Students this past year have formed a student association, which provides communication among students interested in the study of women. Women's Studies Program is located in 4102 Foreign Language Building, 454-3841.

Check Out Office of Minority Student Education

OMSE is responsible for addressing the academic and social needs of all minority students during their experience at the University, with special attention to the areas of *recruitment, retention,* and *graduation.* The Office provides minority students with academic and career advising, and tutorial assistance. Special emphasis is given those areas where minorities have been historically underrepresented.

The Office is also responsible for the administration of the Nyumburu Community Center. OMSE is located in 3151 Undergraduate Library, 454-4901.

Sign Up for Course for Returning Women

This is a one-credit course for women who are returning to school or who are coming to college for the first time. This course includes: help in choosing a major, career planning, reading and study skills, time management, opportunities to share common concerns, and information on campus resources.

You can enroll in this course by registering for EDCP 108. For more information, call 454-2935.

Get Lucky—Call 454-LUCK

If you're looking for information on lectures, courses, and resources available to adults and returning students at the University of Maryland, University College campus, contact Information Services Office, 1113 Adult Education Center, 454-LUCK.

Veterans' assistance is available at University College in the Office of Veterans Affairs, 14 Adult Education Center, 454-2311.

Need Child Care?

To help you find child care, the *Directory of Local Child Care Facilities* is available through the Office of Campus Activities, 1121 Student Union Building. 454-5605.

Look into Orientation

Designed by the Orientation Office, "Maryland Preview" is a program to acquaint new students with campus registration. The Returning Student Session is included in all of the orientation transfer programs and selected freshman programs to acquaint you as a returning student with campus resources and services. Other sessions include academic registration and scheduling information, group and individual advising, registration for classes, and a movie about campus life followed by group discussion. For more information, contact Orientation Office, 1195 Student Union Building, 454-5752.

Concerned About Discrimination?

If you are a student or employee having a concern about inequities in educational or employment matters or if you wish to register a formal complaint, you may contact the EEEO Officer of the respective unit/department, the Assistant Provost (Equity Officer) of an academic division, or the Human Relations Office, 1114 Main Administration Building, 454-4124.

Obtain Credit by Examination

Your life and job experiences may earn you *University credit.* Or you can study literature or physics or geography at your own pace independently and then earn credit by passing an exam—which you take when you're ready. For more information on Credit by Examination, contact 3151 Undergraduate Library, 454-2731.

Need a Ride?

The University's shuttle bus system, Shuttle-UM, operates daytime commuter routes to and from several apartment complexes on days when classes are in session; and three campus security routes from 6 p.m. to 1 a.m. each evening residence halls are open. To serve those not on scheduled routes, door-to-door service is provided by the Shuttle-UM Call-a-ride from 6 p.m. to 1 a.m. each night the residence halls are open. Shuttle-UM is sponsored by the Office of Commuter Affairs, 1195 Student Union Building, 454-5375 or 454-5841.

How's Your Math?

If you're concerned about taking college math, call the Math Department. They will help you assess your math ability and background.

Consider taking Math 001, which is a review of high school algebra and a course to prepare you for Math 110. This is a non-credit course.

Check into Math review given at University College or through the county high schools.

For information call the Math Department, located in Y-2117 Glenn L. Martin Math Building, 454-2746.

The Program for Returning Women
University of Maryland
College Park, Maryland 20742

WARMLINE

CONTENTS

Objectives

Evaluation and recommendations

Warmline Coordinator job description

Warmline Aide guidelines

Letter to Aides

Phone call form

Call record

Aide evaluation form

OBJECTIVES

Warmline is a telephone support service, which each semester provides newly admitted returning women with a welcome, information and referrals. It is operated by volunteer Aides who are University women students or staff. It is coordinated by a student in the Leadership and Communication Skills Course. Warmline objectives include the following:

1. to be supportive of a woman in the continuing of her education and the development of her academic potential;
2. to encourage a woman in the use of resources both within and outside the University; and
3. to be supportive of a woman in her personal and social development.

Aides receive a brief orientation about the objectives of the program and the nature of their responsibilities. They are given copies of the following: Warmline Guidelines (handout on program objectives, names and phones of assigned callees, responsibilities, content of calls, and record-keeping sheets); Second Wind publications; telephone roster of Aides; and University student handbook.

EVALUATION AND RECOMMENDATIONS

Students called are almost unanimous in their appreciation for the interest and support. A majority of Aides find the experience rewarding and volunteer again.

Recommendations for future Warmline programs include the following:

1. Offer Aides the option of making as few as five calls.
2. Emphasize to Aides the importance of record-keeping and evaluation.
3. Arrange a social occasion for Aides at close of program to return materials and compare notes.
4. Assign Aides to returning students in their geographical area.
5. Appoint one Warmline Coordinator to supervise Leadership and Communication Skills students and one Warmline Coordinator to supervise other Aides.
6. Have either Aide or referral agency arrange an appointment with student when referral is made.
7. Base follow-up calls on need or request.

WARMLINE COORDINATOR

1. Secure list of newly admitted undergraduate returning women students.
2. Recruit Warmline Aides.
3. Gather materials for information packets. Arrange for training session.
4. Conduct training session with Warmline Aides.
    a. Distribute orientation materials (e.g., Life Saver, Second Wind publications, information on the Program for Returning Women, College Aims Course, etc.).
    b. Familiarize Warmline Aides with the Warmline Guidelines and other orientation materials.
    c. Assign calls to Warmline Aides.
5. Assign Aides to make first set of calls and keep appropriate records.
6. Coordinate second meeting with Warmline Aides.
    a. Familiarize Warmline Aides with additional information (e.g., evaluation form, etc.).
    b. Encourage the sharing of feedback about the progress of the Warmline program.
7. Assign Aides to make second set of calls and keep appropriate records.
8. Follow up Warmline Aides' returning record sheets and evaluation forms.
9. Submit a report including tally, evaluations, suggestions.

WARMLINE AIDE GUIDELINES

1. Attend first meeting of Warmline Aides

   Familiarize self with materials distributed (e.g., Warmline Guidelines, _Life Saver_,* _Second Wind_ publications, information on the Program for Returning Women, College Aims course, etc.).

2. Make first set of calls and keep appropriate records.
3. Attend second meeting of Warmline Aides
   a. Familiarize self with additional information (e.g., evaluation form, etc.).
   b. Share feedback about the progress of the Warmline program.
4. Make second set of calls and keep appropriate records.
5. Complete and return record sheets and evaluation form to Warmline Coordinator.

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* _Life Saver_ is a handbook describing university services and resources, distributed to all newly enrolled students through orientation.

(LETTER TO WARMLINE AIDES)

Warmline Aides,

Thank you for volunteering to be a Warmline Aide! This is an opportunity to get in touch with the newly admitted returning women on campus. The result is very likely to be an influx of students requesting our services through the various field stations on campus.

Warmline has been operated by volunteers who have a special interest in being of service to returning women. Warmline was designed by Karen Weiss and has been in operation for the past three semesters.

Warmline is a "hotline" for the returning woman student, 25 years of age or older who is a newly admitted undergraduate student at the College Park Campus. The objectives of Warmline are:

1. to be supportive of a woman in the continuation of her education and of her academic potential.
2. to encourage a woman to use resources both within and outside the University of Maryland.
3. to be supportive of a woman in her personal and social development.

In addition to these three formal objectives, I would like to add some of my own.

4. the encouragement of returning women to use the services offered by the women in the Returning Women's Program at their various field stations.
5. for the women in the Returning Women's Program to develop and utilize the skills learned in the Leadership and Communication Skills class. (This is really the opportunity for a dry run and possibly some soaking wet feet!)

If you have any questions, my number is _________.

Warmline Coordinator

PHONE CALL FORM

This is a model of how you might do your call. Become familiar with it, but don't feel compelled to repeat it word for word. The content is important, but express the ideas in your own language.

> "Hi. My name is ____________. I'm calling from Warmline, a service of the Returning Women's Program at the University of Maryland. Welcome to the College Park Campus. Do you have a moment to talk?
>
> (If Yes) Good
>
> (If No) When may I call you back? Good. I'll talk to you then.
>
> The Returning Women's Program is designed to aid women returning to the campus. We are here to help you answer your questions about what services are available on campus. Some examples are career development, reading and study skills, counseling, and information sources.
>
> Do you need any assistance in terms of your return to college?"

(Give her your phone number and encourage her to call you if she needs any help before your next call. Give her the Returning Women's Office phone number: 454-5923. Suggest good times that she may call you.)

> "Thank you again for your support of Warmline. I hope we can all gain some useful experience and some new relationships with the other returning women on campus. Have fun."

Your responsibilities as a warmline aide are:

1. to make all of the calls that you can from the list provided. There will be two calls made to each person.
2. a. Call #1 during the weeks February 17-28.
   b. Call #2 during the weeks March 1-15.
3. For each call, record the following information on the forms provided.
   a. name of returning woman called.
   b. length of call.
   c. brief description of the content of the call.
4. Upon completion of the calls, please return the record sheets to my mailbox at the UMCP Counseling Center.

Warmline Coordinator

WARMLINE CALL RECORD

NAME: ______________________________ Call #1

DATE: ______________________________ Length of call ________________

CONTENT: ____

DATE: ______________________________ Length of call #2 ________________

CONTENT: ____

* *

NAME: ______________________________ Call #1

DATE: ______________________________ Length of call: ________________

CONTENT: ____

DATE: ______________________________ Length of call #2 ________________

CONTENT: ____

WARMLINE AIDE EVALUATION FORM

*In your opinion, did the women called react positively to your call?_______

*Was the number of calls OK with you?_____ How many calls would you have preferred?_____ *Was the call form useful?_____ Was there anything that you would like to include, or did include in your call?_______________________

____

Did you enjoy your calls?_____ Did the women on your list have specific questions? What were they? ____

____

____

Do you have any specific suggestions for the future operation of Warmline?

____

____

**In your opinion, how are the women you called doing?_______________________

Did any specific problem come up repeatedly? _____ What? _________________

____

Did you refer any of the women to one of the RW Field Stations?____________

To whom?___________________________Do you know if they made an appointment?

_____ Was anyone referred to you by one of the other RW's?________________

What was the nature of the referral? ________________________________

If given the choice again would you become a Warmline Aide? _______________

Explain why ____

____

Approximately how much time did you spend making your calls? (Include the time you spent in attempting to call) ________ Include here anything you might have to say that the form did not ask. ____________________________

____

____

____

WORKSHOPS

CONTENTS

Evaluation and recommendations

Workshop formats

- Exam Skills
- Study Skills
- Time Analysis
- Goal-setting
- Faculty

Faculty Workshop Specialist task sheet

The Program for Returning Women conducts workshops for faculty and staff, students, and potential returning students in the community. Most workshops are one to two hours in length and consist of either a panel presentation and discussion, an experiential exercise, or lecture and practice. Facilitators include Program staff and students in the Leadership and Communication Skills course. Facilitator participation depends on interests, skills, appropriateness, and time availability.

EVALUATION AND RECOMMENDATIONS

1. Assign a student as assistant workshop coordinator.
2. Expand pool of facilitators outside the Counseling Center to allow for more and varied workshops on such topics as history of the women's movement, life-span development of women, and non-traditional careers for women.
3. Recruit more returning women to share their experiences.

EXAM SKILLS WORKSHOP

I. Overview

This three-session workshop is designed for returning students to learn to prepare better for exams, score higher on exams, and feel more confident about taking exams.

II. Purpose

1. To teach effective techniques to prepare for and take exams.
2. To give an opportunity to try out test-taking skills.
3. To give an opportunity to analyze/understand past mistakes on exams and ways to change exam-taking behavior.
4. To facilitate more effective coping with exam anxiety.
5. To provide a supportive environment.
6. To provide an opportunity to share common concerns related to exams.
7. To provide resources through reading lists, Reading and Study Skills Lab (RSSL) handouts, tapes, and referrals.

III. Participants

The workshop is specifically designed for returning students (students 25 years of age or older who have had a break in their education). With minor adjustments, it is applicable to the general population.

IV. Structure

Group size:	10-12
Number of sessions:	Two consecutive (1½ hours each) sessions and a follow-up session 4 to 6 weeks later.

Leaders: 1 or 2 leaders familiar with (1) the needs and concerns of returning students, and (2) RSSL exam skills materials.

V. Format

Session 1

1. Get students to know one another and create a supportive environment for sharing common concerns. Have students introduce themselves and share personal issues related to exam preparation and exam-taking, returning to school, and expectations in an academic situation.
2. Ask students to briefly discuss the types of their exams, their exam-related problems, and their expectations for this workshop.
3. Lecturette by leader on the importance of preparing effectively for exams.

   Leader's Role: Become familiar with exam materials in RSSL. Encourage group interaction during and after lecturette by having students share their own methods of preparing for exams and their reactions to the material. Leader may summarize effective methods of preparing for exams afterward.
4. Leader explains one main method used in this workshop is to (1) take practice exams, (2) go over responses and (3) analyze/understand present skills and learn successful test-taking techniques.
5. Leader distributes A Test on How to Take Objective Tests. Students read the directions and answer all questions. After students have completed the Answer Sheet for How to Take Objective Tests as a guide. The leader guides the discussion in the following way:

> "How many people put a 'T' if it was true and an 'F' if it was false next to each item? Explain your reasoning for answering this way."

Leader emphasizes the importance of reading directions.

Leader's Role: Go over each question. Let students give answers and reasoning for answers. Get students to "discover" why an answer is right. Leader provides additional information utilizing Answer Sheet.

6. Leader distributes Multiple-Choice Exam. Students read directions and answer items 1 - 5. After students have completed this exam, the leader goes over the answers.
    a. Ask students to share their responses and "discover" the right answer and reasoning.
    b. Leader uses Answer Sheet for Multiple Choice Items as a guide and shares the information.
    c. Allow group discussion.
7. Summary
    a. Leader summarizes the general principles of taking objective tests.
    b. Leader distributes and uses as a guide for the above summary SQ3R-Taking Objective Tests.
    c. Encourage class involvement.
8. Homework. Encourage students to listen to RSSL Exam Skills Tape #1 (25 minutes in length) before next session.

Session 2

1. Warm-up. Leader spends the first part of session getting the group comfortable. A good opener is to ask participants to share their studying and exam situations since the last session.

2. Lecturette by leader: How to Answer Essay Questions.

3. Distribute Sample Essay Exam and discuss the following kinds of questions:

   a. What would you do first after you received this exam? Second? Third?

   b. How many questions are to be answered?

   c. How much time allowed for exam?

   d. How to approach exam in an organized way?

   Leader's Role: Help students discover how to survey an exam. Leader distributes and uses as a guide Taking Essay Exams.

   (1) Ask students to write out and share answers to Part I. The group's task is to generate criteria for good "identification" answers and to see how answers meet these criteria.

   (2) Leader distributes and discusses the Suggested Form for a Short Theme or an Answer to an Essay Question. The students' task is to generate an outline for an answer to either Item #1 or #2 in Part II of the Sample Essay Exam. Leader writes the outline on the board.

4. RSSL Exam Panic Tape.

   a. Leader introduces topic of Exam Panic and generates discussion by asking what participants know and feel about Exam panic/anxiety. What is it? When does it occur? What can you do about it?

   b. Group listens to Exam Panic tape.

   c. After the tape, encourage discussion and sharing of personal reactions.

5. Homework for Follow-up Session. Practice skills learned in workshop. Listen to tapes and read handouts. Bring recent exams to the next session.

Follow-up Session - held 4 weeks after Session 2.

1. Students discuss their exams in the last few weeks.
2. Students share personal experiences in using exam techniques.
3. If students have brought exams, leader discusses types of questions, mistakes, pattern of mistakes, strengths and weaknesses in taking exams.
4. Group discussion of students' goals in pursuing study and exam skills. Discussion of further resources: RSSL, Counseling Center, Program for Returning Women, and reading lists.
5. Complete evaluation forms.

I REALLY MUST STUDY TONIGHT

I really must study tonight
As soon as I stop at the store
And pick up Mary at music
And take her friends to their door.

And fix a snack for Mike
And take him to his game
And deliver the cookies to church
And check if the mailman came.

And fix an early dinner
For Frank who teaches tonight,
Take Chris to dress rehearsal,
On the way home pick up Mike.

I really must read this chapter
As soon as I get the kitchen clean
And work with Pat on his English
And run the washing machine,

And pick up Chris at the play
And take Frank to the ten-thirty flight.
Then I must, I must, I really must,
I really must study tonight.

Jane O'Hara Carter

STUDY SKILLS WORKSHOP

OVERVIEW: This three-session workshop is designed for returning students to improve their reading skills and textbook comprehension.

1. To demonstrate a successful technique for reading textbooks.
2. To provide information about the SQ3R study method.
3. To help increase comprehension and retention of reading materials.
4. To provide an opportunity to try out and share study skills techniques.
5. To provide an opportunity to share common concerns related to textbook reading and comprehension.
6. To provide resources through reading lists, handouts, tapes, and referrals.

PARTICIPANTS: The workshop is specifically designed for returning students (students 25 years of age or older who have had a break in their education). With minor adjustments it is applicable to the general population.

Structure

Group size: 10 - 12

Number of sessions: 2 consecutive (1½ hours each) sessions and a follow-up session 4 to 6 weeks later.

Leaders: 1 or 2 leaders familiar with (1) the needs and concerns of returning students, and (2) RSSL study skills materials.

Format

Session 1

1. Get students to know one another and create a supportive environment for sharing common concerns.
    a. Have students introduce themselves and share personal issues related to study skills, textbook comprehension, returning to school, and expectations in an academic situation.
2. Lecturette on Reading

    Leader's role: Become familiar with the material discussed in the lecturette. Encourage group interaction and personal identification with material covered.
3. Introduce SQ3R.

    Leader's role: Give brief overview of the SQ3R method. Explain each step and its purpose.
4. Distribute practice exercise. Explain that the SQ3R method requires practice in order to be helpful. The article offers practice in applying the steps to study.

    Leader's role: To ensure understanding and application of the steps to the practice article. After completing the practice article encourage discussion of difficulties experienced. Review "Errors students make in using the SQ3R method." Review the method and reinforce its use.

    Homework: Each participant applies the SQ3R method to a chapter in a difficult textbook by writing the question stage and answering the recite stage.

Session 2

1. Discuss the homework. Did the method work? Discuss problems in applying the method. Continue using the method in the next weeks.
2. Review the SQ3R method with participants explaining the steps.

   Leader's role: Facilitate discussion by asking questions. What are some ways to survey? Let participants run the discussion.
3. Introduce "Systems for Study" by Alton L. Raygor. Review the table of contents and encourage its use. Spend 10 minutes on chapter 5 (Systematic Approaches to Study).

   Leader's role: Circulate among participants, spending a few minutes with each to ensure comfort with the SQ3R method.
4. Discuss RSSL tape, "What is the SQ3R Method of Study?" Distribute the handout and suggest individual listening (35 minutes in length).

   Homework: Practice the method in study assignments during the next three weeks.

Follow-up Session - held 3 weeks after Session 2

1. Students discuss problems using the method.
2. Students share personal adjustments in using the method. Encourage discussion of positive changes (e.g., do you find yourself remembering more of what you read?).
3. Group discussion of what to do in the area of study skills. Discussion of further resources for students: RSSL Counseling Services, Program for Returning Women, and reading lists.
4. Complete evaluation forms.

TIME ANALYSIS WORKSHOP

OVERVIEW

This three session workshop is designed for returning students to control and manage their time more efficiently.

PURPOSE

1. To demonstrate how to prioritize goals.
2. To provide information about time-saving techniques.
3. To give an opportunity to try out techniques and share results.
4. To provide a supportive environment.
5. To provide an opportunity to share common concerns related to time management and multiple responsibilities: home, school, and work.
6. To provide resources through reading lists, handouts, and referrals. A primary resource is Alan Lakein's How to Get Control of Your Time and Your Life, 1973.

PARTICIPANTS:

The workshop is specifically designed for returning students. With minor adjustments it is applicable to the general population.

STRUCTURE

Group size: 10 - 12

Number of sessions: 2 consecutive (1½ hours each) sessions and a follow-up session 4 to 6 weeks later.

Leaders: 1 or 2 leaders familiar with (1) the needs and concerns of returning students, and (2) time-management materials.

Format

Session 1

1. Get students to know one another and create a supportive environment for sharing common concerns.
    a. Have students introduce themselves and share personal issues related to time management and multiple responsibilities.
2. Discuss "ABC's of Saving Time" by Alan Lakein.
3. Dinner Party or Writing a Paper Exercise

    Directions: You are planning a dinner party to be held in one month (or you have a term paper due in one month).

    a. List all activities required for successful completion of your goal.
    b. Take a blank month's calendar.
    c. Divide into 3 groups and fill in the appropriate date for completing each activity. Start from the date due and work backward. Discuss what and how you did it.
    d. Let entire group share their calendars.

    Leader's role: Help students see the value of breaking down a large task into small "doable" steps - "one step at a time."
4. Homework
    a. Distribute weekly schedule for students to keep and return the following week. The purpose is to form a visual picture of how one week's time is spent.
    b. Read "ABC's of Saving Time." Each day list activities planned and rank them A, B, or C as article suggests.

Session 2

1. Discuss value of ABC lists.

2. Lecture on "Where Did the 168 Hours Go?". Ask for comments and personal examples.
3. Discuss weekly schedule. Ask open-ended questions about the schedule. How do you feel about your use of time? What pleases, displeases, surprises you? What did you learn? Discuss "Follow-up on Time Use."
4. Discuss "A Profile of Your Time."
5. Distribute "How Do You Spend It?" and "How Would You Like to Spend It." Have students use their weekly schedule to complete "Current Time Distribution."
    a. Have students discuss current time distribution by asking "How do I feel about how I use my time? What do I like or not like about it?"
6. Have students think about how to achieve their desired use of time. Each person sets a specific, doable, small goal in time management for the next 4-6 weeks. Students share and write out their own goals. Leader gets the goals behavioral and achievable. Leader records each person's goal for reference at follow-up session.

Follow-up Session

1. Students discuss progress on goals set 4-6 weeks ago.
2. Students share personal hints and stories related to time management.
3. Discuss future goals for time management and further resources: RSSL, Counseling Center, and Program for Returning Women.

GOAL-SETTING WORKSHOP

OVERVIEW:

The three-session workshop is designed for returning students to learn the steps of goal-setting to ensure success in areas of choice.

PURPOSE:

1. To help identify values in present life.
2. To provide an opportunity to discuss present and future goals.
3. To give an opportunity to identify long-and short-term goals.
4. To provide information about goal-setting techniques.
5. To provide the opportunity to make a personal contract to one goal during session 1 and to share the results during session 2.
6. To provide a supportive environment.
7. To provide an opportunity to share common concerns based on present values and future goals.
8. To provide resources through reading lists, handouts, and referrals.

PARTICIPANTS:

The workshop is specifically designed for returning students (students 25 years of age or older who have had a break in their education). With minor adjustments it is applicable to the general population.

STRUCTURE:

Group size:	10 - 12
Number of sessions:	2 consecutive (1½ hours each) sessions and a follow-up session 4 to 6 weeks later.
Leaders:	1 or 2 leaders familiar with (1) the needs and concerns of returning students, and (2) goal-setting materials.

FORMAT:

1. Get students to know one another and create a supportive environment for sharing common concerns.
    a. Have students introduce themselves and share personal issues related to goal-setting.
2. Love List

    Leader's role: Introduction includes the following:

    a. An important question to ask: "Am I really getting what I want out of life?" Before setting meaningful goals for building the kind of life we cherish, we must be aware of our values and goals.
    b. Distribute the Love List and ask students to write down 20 things they love to do.
    c. When the lists are complete the leader uses the columns as follows:
        (1) In the column marked date, indicate when (day, date) engaged in.
        (2) In the column marked A/P, put an A if preferred to be done alone, a P if preferred to be done with other people, and A/P if enjoyed equally alone and with others.
        (3) In the column marked $$, put a $ if costing over $4.00 each time it is done.
        (4) In the column marked Most Important, put an * for the five most meaningful activities.
        (5) In the column marked Risky, put an R if there's an element of physical, emotional, or intellectual risk.

d. Next, leader asks students to process what they've learned. They are asked to share their bottom three answers on the sheet. Facilitator gives examples of responses: "I learned that it doesn't cost much to enjoy myself."

3. Personal Contract:

Leader's role:

a. Clarify the difference between wanting and going after something. Narrow the gap between wants and actions. In this activity each person makes a contract with herself about some desired change. It can involve starting something new, stopping something old, or changing some present aspect (e.g., in the next week, I will spend 15 minutes each night reading).

b. Help each student formulate a small goal that will be successful. Because success leads to success, keep the goal small.

c. Have each student write out and share her personal contract.

Homework: Record the personal contract during the week. Be aware of trying to keep it. Make notes on its success or failure and its effectiveness as an exercise.

Session 2

1. Discuss personal contracts. Did they work? Discuss their value. Will they continue using the contract system in the next week?
2. Distribute and spend 10 minutes answering Alan Lakein's Three Questions.
3. Process the questions.

Leader's role: Help students focus on how their six-month goals fit into their present lives.

4. Mini-Lecturette on "Setting Goals" and "How to Set Real Goals for Myself."

5. Have students think about a desired goal based on the information from processing Lakein's questions.

   Leader's role: Help ensure that each goal meets the goal-setting criteria. Explain that each goal should meet six out of the eight steps. If it doesn't it's unrealistic and doomed for failure.

6. Brainstorm as many individual steps as possible, to figure out different ways to reach the goal. Have the student write down all the ideas and pick ones which will work.

   Leader's role: Give feedback on the value of the different brainstorming ideas. Encourage participation even if ideas seem unrealistic or far-fetched.

7. Have each student write out steps to reach her goal.

   Leader's role: Help students evaluate the ideas by putting together step 1. If step 1 is not taken, step 2 will never be reached. Leader records each person's goal for reference in follow-up session.

Follow-up Session - held 4 weeks after session 2.

1. Students discuss progress on the goals set 4 weeks ago.
2. Students share personal stories related to goal-setting: what worked, what didn't work, and effectiveness of the exercise.
3. Group discussion of their plans for future goal-setting.

   Discussion of further resources: RSSL, Counseling Services, Program for Returning Women, and reading list.
4. Complete evaluation forms.

FACULTY WORKSHOP

OVERVIEW:

The workshop is designed to help University faculty and staff better advise, instruct, and work with returning students.

GOALS:

1. To describe enrollment projections for returning students.
2. To describe characteristics of returning students.
3. To describe implications of returning students in the classroom and on campus.
4. To provide information on the Program for Returning Women and other campus resources.
5. To provide opportunity for discussion between faculty and returning students.

PARTICIPANTS:

The workshop is designed specifically for University of Maryland faculty and staff in a college, department, program, or office. With minor adjustments, it can be adapted for use at other educational institutions.

STRUCTURE:

Group size: 15 - 100

Time: 1 hour or more.

PERSONNEL:

1. One or two students or professionals to make arrangements.
2. Facilitator respected by the faculty and supportive of returning students.

3. One or two Program staff members or students knowledgeable about returning students and campus resources for returning students.
4. Three or four returning students with diverse backgrounds as panel members.

FORMAT:

1. Introduction of goals, procedures, and personnel (5 minutes): Dean, Department Head, facilitator.
2. The Returning Student: A Profile and Its Implications (10 minutes): Program staff member or returning student.
3. The Students Speak Out: Returning Student Panel (20 minutes): Each of the panel members planned his/her presentation in response to the following questions:
   a. Why have you come back to school?
   b. What was your best experience in the classroom?
   c. What was your worst experience in the classroom?
   d. What information and/or resources were the most helpful in easing your return to school?
   e. How might your advisor be helpful to you?
4. Introduction to the Program for Returning Women and other campus resources (5 minutes): Program staff member or returning student.
5. Faculty/Student Question and Answer Session (20 minutes).
6. Evaluation (See appendix).

HANDOUTS:

Material on campus resources (e.g., Second Wind handbook, a bibliography) may be distributed.

SUGGESTION:

Elicit the help of the dean, department head, or program director in the planning and implementation of the workshop (e.g., arrangements, publicity, introductions). The workshop will have more impact on the participants and the University system.

CREDITS:

The workshop was adapted from a model developed by Julian Jones, John Golembe, Hugo Keesing, Bette Conlan, and Stephen Goldstein; Dean's Office, University of Maryland University College.

FACULTY WORKSHOP SPECIALIST

(Assigned to Leadership and Communication Skills Student)

TASK: planning, implementing, and evaluating a faculty workshop.

1. Evaluate feedback of previous workshops.
2. Arrange meeting with unit sponsoring the workshop.
3. Brainstorm with sponsoring unit for background, planning goals, program format, evaluation, handouts, publicity, arrangements. Decide at this time (if possible) about the above areas and divide up the responsibilities for these areas.
4. Prepare rough draft of program and evaluation form for approval from Student Coordinator and unit head.
5. Arrange for participants, room, publicity.
6. Prepare final copy of program and evaluation form.
7. Meet with facilitator and participants if necessary. (Writing letters to them concerning the arrangements may be enough). Check with them about taping the workshop.
8. Duplicate materials needed for workshop (evaluation forms, handouts).
9. Check the tape recorder.
10. Check two days before the workshop with the participants and the unit contact person.
11. On the day of workshop, gather all materials and tape recorder and arrive at the workshop site one-half hour in advance for set up of tape recorder and room.
12. WORKSHOP.
13. Gather evaluation forms.
14. Write thank you notes to participants.
15. Evaluate workshop, both from written evaluations and participants' and your impressions, suggestions.

INFORMATION

CONTENTS

Program Office Files

Information and Referral Service Coordinator

Program Contact Sheet

PROGRAM OFFICE FILES

Obtaining accurate and useful information is important to returning women. Lacking traditional students' information network, returning women are often unaware of campus and community resources.

A primary task of the Program for Returning Women is the development of an information bank for use in referrals. The information bank includes student handbooks, UMCP graduate and undergraduate catalogs, current class schedules, faculty locator, bibliographies of literature, programs of study not available at UMCP, college catalogs, articles on self-confidence, problem-solving, study skills and time management.

In addition, a 5 x 7 card file with "instant information" on a wide variety of subjects was compiled and periodically updated. It is particularly useful for phone requests because of easy access. Categories include:

Admissions and Registration

Advanced Special Students

Advising

Career

Child Care

College Aims Course

Commuters

Counseling Center

Credit and Finance

Credit by Exam

Experiential Learning

Faculty

Grants

Financial Aid

HEW

Legal Advice

Library

Minority

Miscellaneous

Need follow-up

Parent Locator

Printing

Program for Returning Women

Publicity

Reading & Study Skills Lab

Security

Students

Student Prospects

Tutoring

University College

Veterans

Warmline

Women (Minority, Women's Affairs Division of Student Government, Women's Center, Women's Crisis Hotline, Information Center, Women's Studies, Women's Commission)

Workshops

INFORMATION AND REFERRAL SERVICE COORDINATOR

(Assigned to Leadership and Communication Skills Student)

1. Schedule assigned students in the office, each for three hours a week, for maximum coverage.
2. Instruct students in the use of the tally sheets. Tabulate the information from the tally sheets monthly and forward to the Student Coordinator.
3. Organize and maintain the information files.
   a. Scan printed materials.
   b. Contact resource people to obtain additional information.
   c. Make new files and file cards as necessary.
   d. Copy materials needed for files.
   e. Replenish the supply of printed materials in files as necessary.
4. Inform students and staff of new information by preparing memos and/or notices for bulletin board inside office.
5. Handle the "Women on the Move" bulletin board -- change it at least once a month.
6. Write news articles, press releases, TV releases with approval by the Student Coordinator.
7. Prepare packets of handouts for distribution to returning students. Include a friendly cover letter in the packet.

PROGRAM for RETURNING WOMEN CONTACT SHEET

____
Your Name and Agency

DATE	REFERRED BY	FACULTY, STAFF, STUDENT, OTHER	PROBLEM/QUESTION	REFERRED TO	COMMENTS

RESOURCES

The Program for Returning Women is enhanced by a wide variety of UMCP campus resources, including:

Counseling Center
Career Development Center
College Aims Course
Orientation
Library
Commuter Service
Financial Aid Office
Women's Studies Department
Undergraduate Advisement Office
University Health Center
HELP Center, crisis telephone service
Women's Crisis Hotline

Enclosed is a listing of Counseling Center Special Programs, description of the College Aims for Returning Women course, and Orientation program for returning students.

COUNSELING CENTER

SPECIAL PROGRAMS

In addition to the Counseling Center's usual services described in various documents, the Counseling Center (Shoemaker Building, 454-2931) offers a variety of Special Programs each semester. Reference is made to them in each semester's Schedule of Classes. Time schedules for each program and more detailed descriptions of these are available from the Counseling Center Receptionist. Briefly, they are as follows:

ALTERNATIVES TO THE UNIVERSITY OF MARYLAND: Three two-hour sessions designed to help any student thinking of leaving, to develop educational plans.

ANXIETY REDUCTION GROUP: Four sessions designed to enable any student to learn skills that will eliminate or reduce anxious feelings.

ASSERTIVE BEHAVIOR TRAINING: Four weekly sessions aimed at developing one's skills in being more assertive.

BLACK STUDENTS' TRANSITION GROUP: An 8-session group designed to help Black freshmen learn to better handle concerns they encounter in their daily campus life.

COMMUNICATION SKILLS: A small group designed to give opportunity for members to develop better interpersonal relationships.

COUPLES COMMUNICATION GROUP: This four-session program is designed to enhance basic communication skills between partners.

COUPLES GROUP: This semester-long program combines individual couples and group counseling and is designed for couples interested in working on improving their relationship.

DIAL-TAPE RECORDED CONVERSATIONS WITH DEPARTMENT HEADS: These are 8-10 minute audio tapes available in the Counseling Center lobby for anyone interested in learning more than catalog information about each academic department's field of study.

EXAM SKILL WORKSHOP: Two one-hour sessions designed to enable any student to learn skills in exam preparation, time management and exam taking including reducing exam anxiety.

FOREIGN STUDENT GROUP: A small group organized particularly for those students experiencing some culture shock adjustments in coming to the University.

GRAMMAR WITHOUT TEARS: A self-administered program that can instruct the student in formal English grammar and punctuation and do so at the student's own rate of work with opportunities to consult with a Reading and Study Skills Lab counselor in the process.

HUMAN SEXUALITY GROUP: The goal of this program is to enable students to explore their attitudes on topics related to sexuality and sex-role stereotyping so that they become more comfortable with their own sexuality.

INDIVIDUAL VOCATIONAL PLANNING: This is a guided self-help program that, within two hours, helps students organize their own characteristics and find occupations that relate to those characteristics, followed by aids to the student for evaluating those occupations.

INTERPERSONAL GROWTH GROUPS: Small group sessions designed to give a student skills and insights into group development, leadership and better interpersonal relationships with others.

LSAT WORKSHOP: Four three-hour evening sessions designed to provide students planning to take the law school exam with a review of types of LSAT exam questions and test taking skills involved.

MINORITY STUDENTS' WALK-IN HOUR: Offers on-the-spot counsel to individual minority students with whatever issue may be of immediate concern, M-F from 3:00 to 4:00 p.m.

RESEARCH PLANNING WORKSHOP: A two-session workshop primarily for graduate students to become more familiar with experimental design issues and computer programs available for experimental designs.

SCHEDULING/TIME MANAGEMENT WORKSHOP: Two sessions designed to help the student learn one or more methods of personal time management.

SELF-ESTEEM WORKSHOP: Six sessions designed to help any student with excessive feelings of self criticalness or inferiority to develop more constructive attitudes and behaviors.

SEPARATION, BREAKUP, DIVORCE WORKSHOP: This program is designed to assist anyone experiencing the stresses involved in the ending of a previous relationship.

SEX-RELATED PROBLEMS GROUP: This program is designed for men and women who have difficulties in coping with any of the variety of sex-related problems.

SINGLE PARENT GROUP: A group for single parents to share common concerns and work out constructive solutions to those concerns.

SMOKERS WORKSHOP: This program is designed for cigarette smokers who would like to quit.

STUDY SKILLS WORKSHOP: This workshop enables a student to learn an efficient method of studying, notetaking and personal time management.

TERM PAPER WORKSHOP: A two-hour session offered jointly with the Undergraduate Library and designed to teach students how to research and write term papers.

WOMEN IN MULTIPLE ROLES: A group for graduate and undergraduate women offering help in considering the problems, opportunities and issues of being student-wife-partner and/or mother.

WOMEN'S SPECIAL PROGRAMS

EXAM SKILLS: This two-session program is designed for returning students who want to do better on exams and feel more confident about taking them.

GOAL-SETTING: This two-session program is designed for returning students who want to learn the steps of personal goal-setting and how to act on them.

LIBRARY SKILLS: This one-session program is designed for returning students who want a first hand orientation to the Undergraduate Library's resources and how to use them efficiently.

STUDY SKILLS: This two-session program is designed for returning students who want to improve reading skills and textbook comprehension.

TIME ANALYSIS: WORK SMARTER NOT HARDER: This two-session program is designed for returning students who want to get control of their time and manage it more efficiently.

COLLEGE AIMS FOR RETURNING WOMEN STUDENTS

EDCP 108

Description:

This course is specifically designed for women who are returning to school after having been away for some years. The course seeks to assist returning women to adjust to university life and to realize their educational, vocational, and personal goals.

Overall Goal:

Provide an arena for self-growth and exploration for women.

Sub-Goals:

1. Help women become part of the University milieu; learn about campus resources, e.g., Help Center, Health Center, Counseling Center, Career Development Center, etc.
2. Help women plan life strategies, e.g., career and academic decision making.
3. Maximize academic success.
    a. Learn to read textbooks more effectively
    b. Learn to prepare for and take exams
    c. Learn to organize time effectively
    d. Learn classroom strategies
    e. Learn to deal with specific course difficulties
    f. Learn to deal with problems related to returning to school

Class Activities:

Class will be held once a week for 2 hours. Students and the instructor will share common concerns. Resource people on campus will be guest discussion leaders, e.g., Dean of Undergraduate Studies, Reading and Study Skills counselor, and vocational counselor. Students also will be asked to explore campus resources.

Course Requirements:

Grades will be assigned on the basis of attendance, class participation and the completion of personal class journal and two outside-class projects.

Resource Materials Available in RSSL:

Brew, "Counseling the Middle-Aged Woman."

Catalyst Publications, 14 East 60th Street, New York, N.Y. 10022: "General Information for the Returning Student," Planning for Work," and "Your Job Campaign."

Elsner, D. M."Mrs. Susy Coed, more older women return to college, most do very well." Wall Street Journal, September 12, 1972, 80 (49), Col. 1, 1.

Holm, J. M. "Employment and Women: Cinderella Is Dead!" Journal of National Association of Women Deans and Counselors, Fall 1970.

Koontz, E. "Counseling Women for Responsibilities." Journal of National Association of Women Deans and Counselors, Fall 1970.

Lewis, B. "Hangups that Prevent Women from Having Enough Time." Family Circle (December 1972), 186.

Millman, J. and Pauk, W. How to Take Tests. New York: McGraw-Hill, Inc., 1969.

Raygor, A. and Wark, D. Systems for Study. New York: McGraw-Hill, Inc., 1970.

Self, G. "Women on the move: some common psychological problems". Paper presented to the Governor's Commission on the Status of Women, Las Vegas, June 1969.
SQ3R Tape - Listen and Read Series, Tape #20, Reading and Study Skills Lab.
Syfers, J. "Why I Want a Wife." Notes from the Third Year Women's Liberation. International Women's History Archive, 2325 Oak Street, Berkeley, California.

"Women's Resources" reprinted from Personnel and Guidance Journal, October 1972, Vol. 15, No. 2.

Handouts Available in RSSL:

Directory of Local Child Care Facilities for University of Maryland Students.
Placement Manual, University of Maryland, 1975 - 1976.
Putting it together, handbook of options in career education.
Student Handbook, University of Maryland, 1975 - 1976.

Suggested Class Topics:

Session 1: Introduction of course. Introductions to each other. Discussion of expectations. Discussion of syllabus. Filling out of RSSL card and testing card.

Assignments:

1. Keep a time sheet of activities for the week.

2. Take the Strong Vocational Interest Blank (Unisex Form) at the Counseling Center Testing Room located in the basement of Shoemaker Building. Testing Room hours to be announced.

3. Read "Mrs. Suzy Coed."

4. Schedule individual appointment with instructor.

Session 2: Discussion of academic skills project and RSSL facilities. Personal exploration exercise. Goal setting. Review of time sheets. Completion of data sheets. Introduction to SQ3R method.

1. Listen to SQ3R tape in Reading and Study Skills Lab, 2nd floor, Shoemaker Building. Hours: Monday - Thursday 8:30 a.m. - 8:00 p.m. and Friday 8:30 a.m. - 4:30 p.m.

2. Read "Hang-ups that Prevent Women from Having Enough Time" and apply SQ3R.

3. Make and keep commitments.

Session 3: Review of SQ3R study method. Discussion of commitments. Note-taking Skills.

1. SQ3R

2. Re-read "Mrs. Suzy Coed" in preparation for practice exam.

Session 4: How to study. How to take exams. Test on "Mrs. Suzy Coed." Discussion of class projects.

Assignments:

1. Read "Women on the Move" and "Why I Want a Wife."

Session 5: Career Development Center

Session 6: Career Development Center

Assignments:

1. Schedule individual appointment with instructor to interpret SCII and discuss class projects.

Session 7: Exam Skills. Library tour.

Session 8: How to succeed as a returning woman student.

Session 9: Academic advising for pre-registration. Campus/Community resources.

Session 10: Success at the University— progress reports from former returning students.

Session 11: Preliminary oral presentations on progress made on outside-class projects.

Session 12: Oral presentations. Guest speakers may be brought in.

Session 13: Oral presentations. Guest speakers may be brought in.

Session 14: Course evaluation and wrap-up. Hand in assignments.

In addition to class sessions, you will be participating in activities in the Reading and Study Skills Lab which will be designed to meet your individual needs.

ORIENTATION

OVERVIEW:

The Orientation Session for Returning Students is designed to orient returning students to the University.

GOALS:

1. To provide a supportive environment.
2. To inform about University life as a returning student.
3. To provide an opportunity to discuss information, share concerns about returning to school, and interact with other returning students and resource people.
4. To provide role models of successful returning students.

PARTICIPANTS:

The session is designed specifically for newly admitted (freshman and transfer) returning students, i.e., students age 25 and older who have had a break in their education.

STRUCTURE:

All students at Orientation attend group sessions on advisement and registration. Returning students choose either the 1-2 hour returning student session and lunch with returning students or a session on resident life and lunch with the traditionally-aged students.

Group size: 6-75. Ideal is 15-20.

Personnel: 1-3 returning student peer leaders from diverse backgrounds and experiences (one serves as facilitator; others are panel members); 1 Student Advisor (trained by Orientation to answer academic questions); and 1-5 campus resource people.

FORMAT:

1. Introduction (5-10 minutes)
    - a. Introduce personnel.
    - b. Define term returning student.
    - c. Explain purpose of session.
    - d. In order to tailor session to participants, ask:
        - (1) How recently were you in college?
        - (2) What do you want to know about the University?
2. Profile of returning students (10 minutes)
    - a. Data on returning students at the University.
    - b. Diversity of returning students; one common bond: quest for further education.
    - c. Concerns of returning students: rusty skills, survival skills (car parking, registration), age, finances, child care, multiple roles, lack of self-confidence, and self-identity.
    - d. Strengths of returning students: motivation, determination, high GPA's.
3. Student panel (5 minutes each)
   Each panelist describes his/her reactions as a returning student at the University.
4. Resource person(s) (5 or more minutes)
5. Handouts (e.g., Second Wind publications, information on financial aid, child care)
6. Questions and answers (20 minutes)
   Note: With a small group and an experienced facilitator, questions may be asked by participants throughout session.

7. Lunch: participants and personnel.
8. Evaluation.

SUGGESTIONS:

1. Include returning students in planning, implementation, and evaluation of returning student session.
2. To facilitate planning, have a procedure to identify numbers of returning students before the day's program.
3. Have handouts available for returning students.
4. Because returning students have other commitments (e.g., jobs, children), schedule some returning student sessions in the evenings and on weekends.

CREDITS:

The session was developed by the Program and the Orientation Office and is now administered by the Orientation Office.

EVALUATION

CONTENTS:

Recommendations
Limitations
Performance Report Summary

RECOMMENDATIONS

1. Clearly define administrative structure and staff roles. Give Program Director direct responsibility for the entire program including the Leadership and Communication Skills course.
2. Expand Program Director's position to full-time.
3. Expand office space.
4. Expand research on Program impact.
5. Structure agency placements so that experiences complement the goals of the Leadership and Communication Skills Course. Clearly define student role expectations in the agencies.
6. Increase efforts to sensitize faculty and staff to the needs of returning women through more publicity, faculty workshops, class presentations.
7. Incorporate publicity function as an integral part of program planning.
8. Expand advocacy role by encouraging campus agencies to consider returning women in programming and policymaking decisions.
9. Make Program self-supporting through fees for services.

LIMITATIONS

1. Professional staff is less than half time.
2. Office space is limited.
3. Administrative structure is unclear and many-leveled. Staff roles are determined by trust rather than a hierarchy. Decision-making requires consensus.
4. Difficulties in implementing the Program include defining the student-operated concept in light of professionals' involvement, coordinating large projects such as the Second Wind handbook, and adjusting the time schedule to the differential between date of funding and date of proposed Program.
5. Research on Program impact is limited.
6. As a one-year grant, the Program may leave behind groundwork laid in staffing, training, publicity, programming, etc.
7. Selection of students in Leadership and Communication Skills Course is biased toward part-time and financially secure women because of heavy time commitment.
8. Students in Leadership and Communication Skills Course receive little training and supervision in light of agency expectations.
9. Students in Leadership and Communication Skills Course must reconcile difference between expectations and realities of the placement experience. Students spend majority of time in programming, publicity, and administration rather than peer counseling.

PERFORMANCE REPORT SUMMARY OF CONTACT SERVICES

THE PROGRAM FOR RETURNING WOMEN

September 1, 1976 through August 20, 1977

RETURNING WOMEN STUDENTS

Attended Orientation	291
Received Warmline calls	339
Requested Information/Referral	88
Participated in Workshops	263
Received *Second Wind* Handbook, 1976	100
Received *Second Wind* Handbook, 1977	2000
Received *Second Wind* Newsletters	
Fall 1976	1500
Spring 1977	1500
Fall 1977	1500
TOTAL	7581

FACULTY AND STAFF

Participated in Workshops	43
Participated in Consultations to campus offices and activities	286
Attended Presentations at University courses (Women's Health, Human Development Seminar, Adult Counseling); class members included in total.	386

Received *Second Wind* Handbook, 1976	100
Received *Second Wind* Handbook, 1977	2000
Received *Second Wind* Newsletters	
Fall 1976	3000
Fall 1977	3000
TOTAL	8815

COMMUNITY MEMBERS

Received *Second Wind* Brochure, Fall 1977	1000
Participated in Outreach Programs, Workshops	574
Requested Information/Referral	157
Received *Second Wind* Newsletter, Fall 1976 (Clergy in Maryland and Washington, D.C.)	1500
Attended Presentation (Faculty Wives)	20
TOTAL	3251

COLLEGES AND UNIVERSITIES

Presentation, Maryland State Counseling Personnel Service	19
Conferences:	
Women's Educational Equity Act Conference Student Affairs Conference, UMCP Adult Conference, UMCP (estimated)	100

Consultations with other colleges and universities	7
Publication mailings to educational institutions	28
Manual	200
TOTAL	354

Approximately 20,000 mail, phone and group presentation contacts were made by the Program for Returning Women. Although this figure includes overlap of individuals, it does not take into consideration those reached by media publicity or influenced by persons who were directly contacted.